



**Kilgarth
School**
Wirral



POLICY DOCUMENT EQUALITY AND DIVERSITY 2024 - 2028

CONTENTS

1. Aims
2. Legislative Context
3. Principles
4. Policy management and responsibility
5. Publishing of information – Appendix A Gilbrook and Appendix B Kilgarth
6. School Context/Equality Objectives – Appendix A Gilbrook and Appendix B Kilgarth
7. Equality Impact Assessment form – Appendix C

1. Aims

This policy sets out the principles of the Aspires Schools Federation relating to Equality and Diversity. It also sets out how the Governing Body* of the Aspire Schools Federation will meet the requirements of the Equality Act 2010 and promote a fair and more equal society.

*Wirral Council has its own Equality and diversity policies, and as the admissions authority is responsible for any discrimination in admissions.

2. Legislative context

The Equality Act (2010) is the principal equality legislation and refers to “protected characteristics” which covers:

- Age
- Disability
- Gender reassignment
- Maternity and pregnancy
- Marriage and civil partnership
- Race, ethnic or national origin, colour or nationality
- Religious or other philosophical beliefs (and people without such beliefs)
- Sex
- Sexual Orientation

2.1 The Equality Act states that public authorities and schools must give 'due regard' for the following, which are sometimes referred to as the **three aims** of the general public sector equality duty which are:

- eliminate unlawful discrimination whether direct or indirect.
- advance equality of opportunity between people who share a protected characteristic and those who don't
- foster or encourage good relations between people who share a protected characteristic and those who don't.

Giving 'due regard' means that schools must consciously think about the aims of the Equality Duty as part of any decision making, review of policies and the delivery of services.

2.2 Specific duties for schools

School governing bodies are now required to comply with **two specific duties**:

- a. publish information demonstrating how we are meeting the aims of the general public sector equality duty.
- b. Prepare and publish specific and measurable equality objectives at least every four years

3. Principles (Equality and Diversity)

3.1 Equality of opportunity is paramount and provides equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, parents, carers and Governors.

3.2 We take positive action to prevent all forms of bullying and harassment, working within its existing school policies and procedures. The school openly encourages diversity and actively promotes good personal and community relations.

3.3 Diversity is recognised as having a positive role to play within school and is based on the following principles in line with the school's vision:

- to create a caring environment where pupils can be encouraged to overcome their difficulties.
- to ensure that all pupils and staff, including those with protected characteristics, are able to achieve their full potential
- to provide a climate that encourages learning.
- to prepare pupils to be contributing members of society.
- to provide a broad and balanced curriculum
- to promote the spiritual, moral, social and cultural development of pupils.
- to prepare pupils for the world of work and further education.
- to ensure there is no discrimination in the school or the wider community on the grounds of all protected groups under the Equality Act 2010.
- to give due regard to all considerations relating to access.

- 3.4** These principles are designed to ensure that the school meets the needs of everyone, taking into account the protected characteristics. We strive to achieve equality of opportunity by removing direct and indirect discrimination wherever it may exist.

4. Policy Management and responsibilities

Governing Body	<ul style="list-style-type: none"> • Ensure that the school complies with legislation • ensure that the school publishes information and produces policies which demonstrate how it is meeting the aims of the general public sector equality duty. • draw up and publish equality objectives
Headteacher	<ul style="list-style-type: none"> • give due regard for the aims of the public sector equality duty. • ensure all staff are aware of the school's equality objectives • ensure all staff are aware of their responsibilities and are given appropriate training and support • take appropriate action in any cases of discrimination, victimisation and harassment deal with reported incidents of all Hate Crime
All Staff	<ul style="list-style-type: none"> • advance equality of opportunity and good relations objectively • deal with all Hate related incidents appropriately and challenge bias and stereotyping
Visitors & Contractors	<ul style="list-style-type: none"> • be aware of, and comply with, the school's Principles under point 4 of this Equality and Diversity Policy

- 5. Publishing of Information – see Appendix A for Gilbrook and Appendix B for Kilgarth**
- 6. School Context/Equality Objectives – see Appendix A for Gilbrook and Appendix B for Kilgarth**

Additional Information is also available within the School Information section of the school website.

Appendix A: Gilbrook school

3. Context (updated Jan 2022)

- Gilbrook School provides for 60 pupils, boys and girls between Year 1 and 6 who have Education, Health and Care plans for Social, Emotional and Mental Health Needs.
- Many pupils have additional and complex needs such as ADHD, ASC, MLD, Dyspraxia, Attachment Difficulties and Mental Health Difficulties. A number have also suffered significant trauma, usually in their formative years, which has a profound effect on their development.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who are supported through the pupil premium is above average.
- The school also provides places for pupils excluded from mainstream school from day 6 of their exclusion or if they have an EHCP, are in CP or are CLA from day 1.
- The staff cohort includes men and women.
- The staff age range is to 31 to 61
- All our pupils are taught in small groups of between 7 and 10 pupils per class.
- The school support a number of pupils with multi-agency support: CLA 5, SGO 3, CP 4, CIN 3
- The ratio of staff to pupils is usually 3 staff per class but can vary due to a number of factors including:
 - demands of the activity
 - location
 - 1-1 support
 - information regarding a particular pupil
 - Information about a particular staff member
 - dynamics of the group at the time

2. Publishing of information

Information is obtained from the school census and published by Gov.uk:

[Gilbrook Pupil Population Data published by Gov.uk](#)

3. Equality Objectives – Gilbrook

3.1 The following Equality objectives were agreed on 02.10.24. Progress against objectives will be reviewed annually in December and new objectives will be set in December 2028.

Protected Characteristic	Objective	How will the objective be measured
All	To help eliminate discrimination and increase opportunities for all by fostering good relations within the school and wider community	PSHRE, community involvement and trip records
Race	To avoid potential prejudice and increase understanding and practice of equality through direct teaching, modelling of good practice and experiences outside of school	Curriculum, especially PSHRE and RE. Trips and community involvement Report termly to governor's incidents from CPOMs
Race/sexual orientation/religion or belief	To provide an environment that celebrates and respects diversity	PSHRE, RE, staff training Report termly to governor's incidents from

		CPOMs
All	To develop a culture of anyone can achieve regardless of starting points with a view to narrowing the gap between disadvantaged pupils and other pupils	Curriculum diversity including outdoor learning.
All	To increase spiritual, moral and cultural development through all aspects of life at our school	Curriculum, trip records. PSHRE and RE
All	Actively consider equality duties when making key decisions	Use Equality Impact Assessment form (for strategic decisions); SMT minutes of meetings

Appendix B: Kilgarth School

1. Context

- Kilgarth School provides for 55 boys, between the ages of 11 to 16 years and who have **Social, Emotional and Mental Health (SEMH) as their primary need. All pupils have an EHCP and have persistent and significant difficulties. A high proportion (currently 83%) are considered to have a disability as set out in the Equality Act 2010, with 84% of these pupils having 3 or more diagnoses.**
- **The vast majority of pupils are of White British heritage.**
- The proportion of pupils who are supported through the pupil premium is above average (currently 78%).
- Staff include men and women.
- The staff age range is wide.
- All our pupils are taught in small groups.
- The ratio of staff to pupils can vary due to a number of factors including:
 - nature of the activity
 - location
 - specific needs of pupils
 - Information about a particular staff member
 - group dynamics

2. Publishing of information

Information is obtained from the school census and published by Gov.uk:

[Kilgarth Pupil Population Data published by Gov.UK](#)

3. Equality Objectives – Kilgarth

- 3.1 The following Equality objectives were agreed on 02.10.24 **and will be monitored annually. New objectives will be set in December 2028.**

Protected Characteristic	Objective	How will the objective be measured
All curriculum opportunities	<p>We have designed our curriculum to match the complex needs of our pupils and take pride in the broad and balanced opportunities it provides.</p> <p>Despite all of the challenges pupils face, Kilgarth are committed to supporting them to achieve and to ensure that their disabilities/difficulties are not deterministic and do not prevent them from accessing the curriculum.</p> <p>Our curriculum intent, is that all pupils leave school with the skills and attributes, levels of self-esteem and self-efficacy that allow them to make a positive contribution to community life and engage with further education, employment or training.</p>	<p>Pupils access a range of qualifications at a range of levels within a curriculum model that meets their needs and interests.</p> <p>Pupil engagement Flightpaths Outcomes</p>

Sexual Orientation and Gender	Address, prejudice-related bullying and the use of derogatory language. Work with outside agencies to support pupils' knowledge and understanding. Provide teaching opportunities that introduce pupils to a range of career opportunities and where they will receive unbiased advice and guidance on how to progress in their chosen field	Record all incidents of concern in CPOMS SLT Staff are trained and will recognise concerns and know how to manage/address these. (PREVENT) Pupil support – Careers prep for working life, Work experience opportunities, SEAL, RSE, plus additional support from external agencies e.g BROOK, SSPO
All	Actively consider equality duties when making key decisions	Use Equality Impact Assessment form (for strategic decisions); SMT minutes of meetings
Race / Multiculturalism	Curriculum visits eg. Places of worship, local multicultural centre Have access to a range of local community and out of borough experiences where pupils can gain a shared understanding and appreciation for other cultures.	SEAL Lessons Life skills Preparation for working life Curriculum trips



7. TEMPLATE FOR EQUALITY IMPACT ASSESSMENT FORM

(to be used before and after embarking on strategic changes and/or amending policies)

1. Type of change/policy being introduced:

2. Purpose

What is the change/policy intended to achieve? (please give a brief description of the purpose of this change in procedure/ policy)

Who will be affected by the implementation of this change/policy? e.g. pupils, staff, public generally, specific section of the public)

3. Impact on students, staff, parents and other stakeholders

How will those with protected characteristics be affected by this change/policy?