



DAWN HOUSE SCHOOL – STAFF HANDBOOK	
Policy Title: Equality Duty	
Section: E	Policy No: E.3
Version Date: January 2024	Review Date: January 2025
Name of Originator: BN	Designation: Deputy Principal

Dawn House School is committed to meeting the general equality duty under the Equality Act 2010.

Dawn House School has due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between and within groups of learners with different needs and backgrounds.
- Foster good relations across groups of learners.

The school recognises that meeting these three requirements contributes greatly to achieving outstanding progress and attainment because achievement of these aims will enable pupils work in an ethos and atmosphere of dignity and fairness where they are supported to develop themselves secure in the knowledge that differences are respected. Staff actively encourage students to become independent learners and take responsibility for their actions which will help develop the skills required to become an active citizen.

Dawn House School is committed to reaching the best outcomes for all pupils.

Pupils at Dawn House School come from a wide range of socio-economic backgrounds. All pupils are entitled to transport through their EHCP/statements, some pupils travel long distances to attend Dawn House School. Some pupils and their families have multi-agency involvement because of the complexity of their identified needs, a small minority of pupils and their families are supported by social services.

We aim to meet the needs of all our pupils through our curriculum and through the care, guidance and support we provide to ensure the Equality Duty 2010 is achieved.

We are required to set Equality Objectives and the following have been set following in response to the pupil profile of the school and following regular audits of pupil progress data. Targets are monitored on a regular basis.

Equality Objectives:

- To conduct an termly analysis of pupil progress and attainment to identify different groups of pupils who appear to be making less than expected progress according to their data
- A member of the senior leadership group (SLG) will use the findings from termly teacher assessment returns to identify specific, focused intervention work with relevant groups.
- Identify and monitor individual pupils whose progress appears to be less than expected in termly teacher assessment returns.
- Analyse findings to identify underperforming groups of pupils including those with protected characteristics i.e.: disability, sex, gender reassignment, sexual orientation, pregnancy, maternity, race (which includes colour, nationality and ethnic or national origins) religion or belief.
- Develop staff understanding of the needs of pupils with dyslexia and literacy difficulties to develop appropriate strategies within all lessons.
- All enrichment activities are planned to ensure they are accessible to all pupils.
- All out-of-school activities will be conducted in an inclusive environment.
- Classrooms are optimally organised to promote the participation and independence of all pupils.
- To ensure incidents of unacceptable behaviour and disruption to learning are addressed promptly and effectively.
- To ensure all forms of bullying form are addressed promptly and effectively
- Training is provided for all professional teams in raising awareness of disability issues.
- To ensure that girls have a discreet opportunity to socialise with one another.
- Ensure pupils become active participants in review planning by conducting person-centred reviews.
- Families are given the opportunity to meet with staff without necessitating time off work.
- Make available school prospectus, school newsletters and other information for parents in alternative formats / languages as required.