

## South Gloucestershire and Stroud Academy Trust (SGSAT)

### SGS Pegasus Equality Policy

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Please contact the SGS-GS Human Resources Department

<b>Policy and Procedure Prepared by:</b>	Sara Goldhawk
<b>Job Title/Role:</b>	Head Teacher
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<b>Approved by:</b>	Pegasus School Local Governing Body
<b>Date:</b>	24 April 2018

## Mandatory Initial Equality and Diversity Impact Screening

Main aim and purpose of the policy:	This policy explains the Fire Evacuation procedure that SGS Pegasus School follow locally.				
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
<b>Age</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Disability</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Gender Reassignment</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Race or Ethnicity</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Religion or Belief</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Marriage</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Pregnancy/ Maternity</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Sex</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Sexual Orientation</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Carers/ Care givers</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Persons in care</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
None					
How much evidence is there:	None	A little	Some	A lot	
<b>Is there any concern that the policy may operate in a discriminatory way?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	None	A little	Some	A lot	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High <input type="checkbox"/>	Medium <input checked="" type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<b>I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required</b>					
<b>Completed by:</b> Sara Goldhawk		<b>Position:</b> Head teacher		<b>Date:</b> April 2018	

At SGS Pegasus School we are committed to offering an excellent education to all students in our community. Our Equalities statement affirms that the Governors and staff are committed to working with all students to ensure that everyone has an equal opportunity to succeed, and that no member of this school will suffer or be disadvantaged by direct or indirect indiscriminatio

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles

- 1.** All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 2.** We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3.** We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4.** We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5.** We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 6.** We have the highest expectations of all our students. We expect that all students can make good progress and achieve to their highest potential
- 7.** We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

## Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to students.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by April 6th 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations

Appendix 2 shows the school’s Equality Objectives for 2017-2021 in an Equality Action Plan

## Development of the policy

This policy has been developed in consultation with parents, students, staff, governors and community stakeholders.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2017, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

## **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self evaluation review, the school prospectus, school web site and newsletters. There are also references to equalities in the behaviour, admissions, exclusions, SEND and anti-bullying policies.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- We celebrate our diversity through celebration evenings, assemblies and extra-curricular activities.
- We plan our curriculum to ensure it is relevant and engaging for all students regardless of perceived differences.
- We work in partnership with charities and organisations, such as The National Autistic Society in order to promote equality and educate our students on the value of diversity.
- Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

## **Behaviour, Exclusions and Attendance**

The school's Behaviour Policy (SGS Pegasus Pupil Behaviour for Learning Policy and Procedures) - takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

## Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents. We review this data termly and take action to reduce incidents where necessary.

What we are doing to advance equality of opportunity between different groups:-

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our student admissions meetings.
- We collect data and monitor progress and outcomes of different groups of students and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and share with governors data on:

- the school population by gender and ethnicity;
- the % of students identified as having a special educational need and/or disability and by their principal need or disability;
- the breakdown by year group – in terms of ethnicity, gender and literacy; inequalities of outcome and participation, related to ethnicity, gender and disability and literacy

We share with governors an analysis of standards reached by different groups at the end of each key stage:

- Pupil Premium and non Pupil Premium
- Ethnicity
- Free School Meals
- EAL
- All SEN
- Students subject to an EHCP
- Looked after Children
- Known Gypsy, Roma, Traveller Students
- Refugee

We also collect, analyse and use data in relation to attendance and exclusions of different groups.<sup>5</sup>

We are aware that the legislation relates mainly to current but also to future students – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller student joins our school.

We avoid language that runs the risk of placing a ceiling on any students' achievement or that seeks to define their potential as learners, such as 'less able'. We use a range of teaching strategies that ensures we meet the needs of all students. We provide support to students at risk of underachieving. We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys in the sixth form

We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.

We have an Accessibility Plan which is designed to: increase the extent to which students with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled students.

## **Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE/Citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences

- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month, Anti Bullying Week etc.
- We include Equalities matters in the Newsletter to parents and Carers

### **Other ways we address equality issues**

- We maintain records of all training relating to Equalities
- Our monitoring records include evaluations of aspects of Equalities
- We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and wellbeing of our students
- The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual survey and parents' evening feedback
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the students and groups of students, from the school council, PSHE lessons, and the Health Related Questionnaire
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups

### **Publishing Equality Objectives (see Equality Action Plan – Appendix 2)**

The objectives which we identify represent our school's priorities and are the outcome of a review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

We analyse student data which then informs our discussions about the Equality Objectives.

Our Equality Objectives for 2017-2021 are:

- To ensure that the progress across the curriculum of disadvantaged students and students who have special educational needs and/or disabilities matches that of other pupils with the same starting points
- To ensure that all groups of students make expected progress with the Edison Learning Connected Curriculum. For pupils where progress is below expected, there will be consistent improvement in their progress
- To continue to reduce fixed term exclusions for disadvantaged students
- To maintain excellent attendance for disadvantaged and SEND students. No groups of pupils are disadvantaged by low attendance

We produce an Equality Action Plan (Appendix 2) that shows how we will achieve our objectives. This is part of our school development plan.

## Monitoring and reviewing objectives

We review and update our equality objectives every four years and report annually to the governing body on progress towards achieving them. We involve and consult staff, students, governors and parents and carers.

## Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### *Governing body*

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. The governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

### *Headteacher and Senior Leadership team*

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. She will have expert and informed knowledge of the Equality Act.

### *Teaching and Support Staff*

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all students
- support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

### *Visitors*

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

### *Key contacts*

- Staff responsible for equalities: Sara Goldhawk (Head Teacher)
- Lead governor: Jo Newman (Parent Governor)

## **Equal Opportunities for staff**

- This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **Monitoring and reviewing the policy**

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves students, staff, governors and parents and carers.

## **Disseminating the policy**

This Equality Policy along with the Equality Objectives and data is available

- on the school website
- as paper copies in the school office
- in the staff handbook
- as part of induction for new staff
- as a summary in the school brochure

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

## APPENDIX ONE

### Check list for school staff and governors

- The school collects information on race, disability and gender with regards to both students and staff, e.g. student achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, students and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses Student achievement in terms of progress and standards for different groups and takes action when there are trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference
- All groups of students are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of students in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school takes part in annual events such as Black History Month, One World Week etc. to raise awareness of issues around race, disability and gender
- The school environment is increasingly accessible to students, staff and visitors to the school – including the acoustic environment
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information
- The Governing Body is increasingly representative of the community it serves Procedures for the election of parent governors are open to candidates and voters who are disabled

## APPENDIX TWO - EQUALITY ACTION PLAN (including accessibility plan) 2017-2021

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
Eliminate discrimination, harassment and victimisation	<ul style="list-style-type: none"> <li>Celebrate diversity and challenge any discriminatory language or actions</li> </ul>	<ul style="list-style-type: none"> <li>Positive language of school vision</li> <li>Challenge by SLT</li> <li>Key events i.e Black History Month, Anti Bullying Week, Autism Awareness week</li> <li>Analysis of bullying/racist incidents</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in number of bullying incidents</li> </ul>	SLT	Ongoing	
Advance equality of opportunity between different groups	<ul style="list-style-type: none"> <li>To ensure that the progress across the curriculum of disadvantaged students matches that of other pupils with the same starting points</li> <li>To ensure all groups of students make excellent progress in line with SGS Pegasus School's expected targets</li> <li>To ensure that all students are exceptionally well prepared for the next stage of their education, training or employment and have achieved relevant qualifications, especially pupil premium students and make sure that no students become NEETs</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis after each reporting cycle.</li> <li>Ensure equalities objectives are shared with all staff and embedded into learning and teaching</li> <li>Analysis of key students underachieving and work with teachers in order to create an action plan</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in all identified areas for development year on year</li> </ul>	SLT	Ongoing	

<p>Foster good relations between different groups</p>	<ul style="list-style-type: none"> <li>Continue to promote school strategic aims of equality, tolerance and community through the Learning Commitment</li> </ul>	<ul style="list-style-type: none"> <li>Share strategic aims in assemblies, on the school website, school planners etc</li> <li>Train all staff on restorative justice practices (differentiated to meet the needs of students with autism)</li> <li>Use restorative justice approach to ensure incidents are resolved quickly and fairly</li> <li>Embed equalities and student voice into student council meeting agendas</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in number of exclusions for discriminatory reasons</li> <li>Reduction in number of bullying incidents</li> </ul>	<p>SLT</p> <p>Student Council Lead</p>	<p>Ongoing</p>	
<p>Accessibility - premises</p>	<ul style="list-style-type: none"> <li>All students, staff and visitors to have full access to site</li> </ul>	<ul style="list-style-type: none"> <li>Ensure equalities is considered in all buildings meetings when designing and implementing new build and interim arrangements</li> <li>Ensure access for all visitors on open evenings and parents evening is considered in the planning of events</li> </ul>	<ul style="list-style-type: none"> <li>All students, staff and visitors to have full access to site</li> </ul>	<p>SLT</p>	<p>Ongoing</p>	

This Equality Plan sets out our Equalities Objectives and is references in our school development plan.

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SGS Academy Trust, a limited company registered in England and Wales with  
number 9353480 and also an exempt charity, whose registered office is at Stratford  
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