Equality Information and Objectives Policy

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Last reviewed on:	04.09.2026
Next review due by:	03.09.2027

Overley Hall School

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Aims

Overley Hall School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics

Leaders ensure that 'due regard' is actively and demonstrably applied through policy review, curriculum design, behaviour and safeguarding analysis, and decision-making processes.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

At Overley Hall School, we believe that equality and diversity are fundamental to providing a high-quality education and a safe, supportive learning environment. As a specialist setting, we recognise that our pupils may experience barriers related to their special educational needs and disabilities (SEND), as well as other aspects of their identity.

We give particular consideration to disability, communication needs, and the ways in which SEND may interact with other protected characteristics. We understand that these factors can overlap and create unique experiences and challenges for individuals. By recognising and responding to these intersecting needs, we aim to ensure that every pupil is valued, included, and able to access the support and opportunities they need to thrive.

Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011

This document is also based on Department for Education (DfE) guidance, the Equality and Human Rights Commission technical guidance, and Government Equalities Office guidance on meeting the Public Sector Equality Duty.

Roles and Responsibilities

The **Support and Scrutiny** Team will:

1. Ensure that **equality information** and objectives are published and communicated

The school will publish information showing how they are meeting the three aims of the Public Sector Equality Duty:

- Eliminating discrimination, harassment and victimisation.
- Advancing equality of opportunity.
- Fostering good relations between different groups.

This information will as a minimum include:

- Pupil achievement and progress data.
- Attendance and exclusion data.
- Information about accessibility and reasonable adjustments.
- Evidence of how the curriculum promotes equality and diversity.
- Records of incidents of prejudice-based bullying and how these are addressed.
- Information about staff training and policies.

2. Ensure **equality information is updated at least annually** and **objectives every 4 years**

   The school will publish one or more specific, measurable equality objectives and review them at least every four years.

Examples might include:

Reducing persistent absence among disadvantaged pupils.

Improving communication accessibility for pupils with SEND.

Increasing pupil understanding of different cultures, religions and identities.

Reducing incidents of discriminatory language.

3. Delegate monitoring to the headteacher

The **Headteacher** will:

- Promote knowledge and understanding of equality objectives
- Monitor progress and report to the board and SAS Team
- Ensure due regard is applied in decision-making
- Determine how reasonable adjustments are made for disabled pupils.
- Ensure communication needs are identified and supported.
- How pupils with multiple protected characteristics are considered and supported.
- Ensure the curriculum promotes respect, inclusion and understanding.
- Ensure pupil voice is gathered in accessible ways.
- Consider and implement how staff are trained in equality, SEND and inclusion.

Maintain:

- An Equality Information and Objectives Statement.
- An Equality, Diversity and Inclusion (EDI) Policy.
- An Accessibility Plan.
- Counter-bullying and Positive Behaviour Support Policies that address discriminatory behaviour.
- Recruitment and employment practices that promote equality

All **school staff** are expected to have regard to this document and to work to achieve the stated objectives. Staff will:

- Actively promote equality and inclusion
- Challenge discriminatory language or behaviour
- Record and report prejudice-based incidents
- Adapt teaching and support to meet diverse needs
- Promote inclusion and belonging.
- Prevent discrimination and bullying.
- Support vulnerable groups.
- Meet the needs of pupils with SEND.
- Prepare pupils for life in modern Britain.

Eliminating Discrimination

The school complies with non-discrimination provisions of the Equality Act 2010. Staff and leaders are regularly reminded of their responsibilities. Training on equality is provided at induction and refreshed annually.

The school recognises that discrimination, prejudice-based bullying and harassment are safeguarding concerns. These are recorded, monitored and addressed in line with safeguarding procedures.

Advancing Equality of Opportunity

The school aims to advance equality of opportunity by:

- Removing or minimising disadvantages
- Meeting specific needs
- Encouraging participation in all activities

The school ensures reasonable adjustments are made to policies, practices, environments and provision to prevent disadvantage for disabled learners, staff and visitors.

The school will:

- Publish attainment and engagement data annually
- Analyse trends and act on findings
- Ensure individuals are not identifiable in published data

Equality information will be published on the school website in an accessible format and updated at least annually.

Fostering Good Relations

The school aims to foster good relations by:

- Promoting tolerance, friendship and understanding through the curriculum
- Addressing bullying and discriminatory behaviour
- Providing inclusive assemblies and enrichment opportunities
- Working with the local community

Equality Considerations in Decision-Making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

Equality Impact Assessments (EIAs) are undertaken where appropriate and are used across school improvement planning, curriculum development, behaviour systems and safeguarding reviews, as well as educational visits.

Equality Objectives

Objective 1: Monitoring and Accountability

To regularly monitor the impact of policies and practices to ensure fairness and equality.

Success Indicators:

An annual equality report is produced and shared with stakeholders

At least two equality-related data reviews are conducted each year

Feedback from pupils, parents and staff informs development

Actions taken are documented and evaluated

Objective 2: Equality of Access and Experience

To ensure all learners, particularly those with protected characteristics, have equitable access to curriculum, enrichment and wider school experiences.

Success Indicators:

Reduction in any identified gaps in participation in trips, clubs or enrichment

Positive feedback on inclusion and belonging

Evidence of adaptations improving access

Equality Objective 3: Communication and Pupil Voice

To improve equality of opportunity by ensuring that all learners, including those with complex communication needs, are able to express their views and participate meaningfully in decisions that affect them.

Success measures:

By July 2028, all learners will have access to an appropriate communication method to contribute to their annual review, target-setting, and pupil voice activities.

Participation in pupil voice activities will increase across all communication profiles, as evidenced through school records and pupil feedback.

Staff will receive training in communication approaches and the use of assistive and augmentative communication systems as required.

Equality Objective 4

Behaviour, Inclusion and Participation

To reduce barriers to learning and participation by developing inclusive approaches to behaviour that recognise the impact of communication needs, sensory differences, and disability.

Success measures:

By July 2028, behaviour support plans will include communication, trauma-informed strategies and more detailed sensory considerations, strategies and interventions where appropriate.

The number of behaviour incidents linked to communication frustration or unmet sensory needs will reduce over the four-year period.

Pupils and/or parents will report feeling safe, understood, and supported through pupil voice activities and annual review processes.

Monitoring Arrangements

The Support and Scrutiny Team will review equality information annually and objectives at least every four years.

The Headteacher will review this policy annually to ensure compliance with the Public Sector Equality Duty.

Links with Other Policies

This document links to:

- Accessibility Plan (which sets out how the school will improve access to the curriculum, physical environment and information)
- Risk Assessment Policy
- SEN Information Report
- SEND Policy

- Positive Behaviour Support Policy
- Counter-bullying Policy
- Child Protection and Safeguarding Policy