

AVOCET HOUSE

Equalities Information and Equality Objectives

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SPECIALIST EDUCATION SERVICES

*SES Turnstone House Ltd (7972485) is a subsidiary company of
Specialist Education Services Topco Ltd (13159680)*

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This document is meant to be clear and simple, and is in line with DfE Non-Statutory Guidance issue in May 2014, “The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities”

It must be read in conjunction with the SES Equality and Diversity Policy and Practice document.

1 **INTRODUCTION**

The **Public Sector Equality Duty** requires us to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics – school must take into account when publishing information

- Disability
- Sex
- Gender
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

General Duties

The three aims of the Public Sector Equality Duty (PSED) are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

Publish information to demonstrate how we are complying with the PSED

Equality Objectives

To prepare and publish equality objectives.

Much of the information and analysis will relate to the school improvement plan, evaluations and student data – this information is used to improve education for all children and young people in the school.

2 **EQUALITIES INFORMATION** (At the time of publication)

2.1 AGE

Age	12yrs	13yrs	14yrs
No. of young people	3	1	3

2.2 DISABILITY

All children and young people (with the exception of a new admission for whom an application has been submitted) have Educational, Health and Care Plans, primarily defined as complex social, emotional and mental health difficulties. There may well be other diagnosed learning needs as secondary components of the EHCP for individual students.

2.3 GENDER

There are a mix of female and male children and young people admitted to Avocet House

2.4 ETHNICITY

Type	White British	Mixed Race
No. of young people	6	1

2.5 RELIGION AND BELIEF

Type	Christian - CoE
No. of young people	7

2.6 SEXUAL ORIENTATION

No data is collected or held by the school about the sexual orientation of students or staff, unless specifically requested.

2.7 GENDER REASSIGNMENT

No data is collected or held by the school about gender reassignment in the student population, unless specifically requested.

2.8 EQUAL OPPORTUNITY INCIDENTS

The school records and acts upon all incidents that contravene its Equal Opportunity Policy.

There have been two bullying incidents recorded across the past twelve months (01.09.23 – 30.09.24). These are both involving two children, WK and DM.

24.01.24

One of the Teaching Assistant reported that WK had been targeting DM in the Learning Centre, using derogatory language, attempting to ruin his work and stating he was going to continue targeting him. Following this, an SEN Teacher reported that WK continued to target DM and was intent on damaging his art work. Management Team discussion revealed that the behaviour hadn't been witnessed in the home, with positive illustrations provided of interactions between them.

Both the Learning Centre team and care team maintained a record of both negative and positive interactions between WK and DM. Within the house there were seven positive interactions recorded between them, all led by WK (one Tues 28th, one Weds 29th, one Thurs 1st, three Sat 3rd, one Sun 4th). The LC team recorded one negative interaction on Mon 5th. All agreed that this was not a pattern of bullying;

The difference between his presentation towards DM in the house and Learning Centre was discussed; Fran suggested that William currently is not accessing education in the Learning Centre successfully and that the behaviour may be linked to this. It could be to cause disruption or linked to underlying anxiety.

28.02.24

On 28.02.24, WK took DMs timetable from the list displayed on the window and scribbled DMs name off his timetable, and drew a penis next to DMs name. When asked why he was doing that he said because he did not like DM.

An extended Management Team discussion was held regarding the relationship between WM and DM. There have been more incidents noted by the care team whereas previously there had only been issues seen in the Learning Centre. However, the DCM present also felt that there were positive interactions that were not being noted and shared. It was agreed that the situation and relationship between the two is not simple, and there are also broader considerations about how the whole group of children interact.

The Principal led communication with the team to complete the following actions:

- All significant positive and negative interactions between WK and DM to be captured on file notes and circulated to the whole team.
- DM will complete a simple 'how I'm feeling' feedback process three times a day with an adult comment – further details to follow.
- Any negative interactions of significance from WK to DM (or vice versa) to be addressed through a restorative meeting on the day of the event, or at the latest, the following day.

In the following Management Team meeting, all agreed that the evidence suggested the concern level had reduced. However, all felt a further week of monitoring was needed.

In the subsequent SMT meeting, the positive and negative interactions were reviewed, as well as the daily child specific targets. No pattern between WK and DM emerged, and it was agreed that the child specific target for Avocet House would focus on building relationships in the community with DM, with all boys.

It was felt that there WK was not specifically targeting DM and that most of the issues stemmed from avoiding other tasks or pressures, or that they were negative interactions without a full understanding of how this impacts others.

No further bullying issues emerged across the year between the two boys.

3 OBJECTIVES

We believe that the PSED aims restated below are synonymous with our wider aims and objectives, which underpin our annual detailed development planning and the construction of the Avocet House Development Plan.

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

Each year at the revision of the previous development plan a thorough evaluation is completed. This evidence and analysis helps determine subsequent planning and hence how we decide on objectives for the following year.

Please read the Avocet House Development Plan 2024 to 2026.

4 PUBLICATION

Key documentation (hard copies) are made available to parents/carers, social workers and local authority representatives as part of the admission process for a child. These will always be renewed upon request or when there is a change of social worker. Access to other documents is available by application to the office during the normal working day.

Virtually all our documentation is available as a download from our website.

We are particularly required to bring the availability of certain documentation to your notice:

- 1 Particulars of the curriculum
Curriculum Statement
Subject Policy and Practice Documents

- 2 Policies relating to:
Admissions
Bullying
Safeguarding and Child Protection
Health and Safety
Promotion of Good Behaviour and Sanctions
Equality and Diversity
Equalities Information and Objectives
Complaints procedures and data

The list of our documentation is a lengthy one. In an organisation as complex as SES and with the demands of external scrutiny and regulatory guidance it is of no surprise that we hold over 60 policy, practice and procedural documents. These are, on the whole, written for a professional audience. Where accessibility issues arise whether that is for a young person or adult we will take time to explain and clarify their contents. Should it be necessary we will create a bespoke simplified written version.

Should you have concerns or enquiries about any aspect of our policy and practice please contact the Principal, who will provide you with the appropriate documents and/or discuss any feature of them with you.

5 REVIEW

Progress with the Equality Objectives will be evaluated annually and objectives reviewed as part of the Avocet House Development Plan.