# Equality Information and Objectives Policy

Partnership Learning

## Oxlow Bridge School

**Approved by:** Full Governing Body
**Reviewed and evaluated:** October 2026
**Ratified by Governors:** November 2026
**Next Review date:** October 2027

## 1. Aims

Oxlow Bridge School is committed to promoting equality, diversity and inclusion and ensuring that every member of the school community is treated with dignity, respect and fairness.
As a specialist school for pupils with Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and complex medical needs, we recognise the importance of creating an environment where all pupils, staff, families and visitors feel valued and included.
We aim to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- 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.
- Promote positive attitudes towards diversity and inclusion.
- Ensure that all pupils can access and participate fully in school life.
- Provide an inclusive learning environment that enables every pupil to achieve their full potential.
- Ensure equality considerations are embedded within all school policies, procedures and decision-making.

## 2. Legislation and Guidance

This policy meets the requirements of:

- The Equality Act 2010
- The Public Sector Equality Duty (PSED)
- The Equality Act 2010 (Specific Duties) Regulations 2011

Under the Equality Act 2010, protected characteristics are:

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

The Public Sector Equality Duty requires schools to have due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

## 3. Roles and Responsibilities

### 3.1 Governing Body

The Governing Body will:

- Ensure that the school complies with equality legislation.
- Approve and monitor this policy.
- Review equality information and progress towards equality objectives.
- Ensure equality considerations inform strategic decision-making.
- Monitor data relating to pupil outcomes, attendance, exclusions, safeguarding and recruitment.

### 3.2 Headteacher

The Headteacher will:

- Implement this policy effectively.
- Promote equality and inclusion across all aspects of school life.
- Challenge and address discriminatory behaviour, language and attitudes.
- Ensure staff understand and fulfil their responsibilities under this policy.
- Monitor equality-related data and identify actions where inequalities exist.
- Ensure appropriate training is provided for staff and governors.

### 3.3 Staff

All staff will:

- Treat all members of the school community with dignity and respect.
- Promote equal opportunities through their daily practice.
- Challenge discriminatory language, attitudes and behaviours.
- Foster an inclusive environment where diversity is valued.
- Support pupils to develop understanding, tolerance and respect for others.
- Report any concerns relating to discrimination, harassment or victimisation.
- Participate in relevant equality, safeguarding and inclusion training.

### 3.4 Pupils

Pupils will be supported, at a level appropriate to their age, understanding and communication needs, to:

- Treat others with kindness and respect.
- Develop positive relationships.
- Celebrate diversity and difference.
- Participate in school life as fully as possible.

Through total communication approaches, including speech, symbols, signing, communication aids and sensory approaches, pupils will be supported to understand concepts of inclusion, respect and belonging.

### 3.5 Parents, Carers and Visitors

Parents, carers and visitors are expected to:

- Support the school's commitment to equality and inclusion.
- Treat members of the school community with respect.

- Work in partnership with the school to promote positive relationships and inclusive practice.

## 4. Eliminating Discrimination

Oxlow Bridge School does not tolerate discrimination, harassment, victimisation or prejudice in any form.

The school will:

- Ensure policies and procedures are applied fairly.
- Provide equal access to educational opportunities.
- Challenge discriminatory conduct promptly.
- Investigate concerns and complaints thoroughly and fairly.
- Take appropriate action when discriminatory behaviour occurs.
- Maintain procedures for reporting, recording and monitoring equality-related incidents.

Any incidents of prejudice-based behaviour or discrimination will be addressed in line with the school's Behaviour Policy, Staff Code of Conduct, Complaints Procedure and Safeguarding Procedures, where appropriate.

## 5. Advancing Equality of Opportunity

The school recognises that some individuals and groups may experience barriers to participation and achievement.

To advance equality of opportunity, the school will:

- Remove or minimise disadvantages suffered by individuals due to protected characteristics.
- Take steps to meet differing needs appropriately.
- Encourage participation in activities where representation may be low.
- Monitor outcomes for different groups of pupils.
- Promote high aspirations for all pupils.
- Ensure that curriculum planning, therapies, communication systems and enrichment opportunities are accessible and inclusive.

As a specialist setting, Oxlow Bridge places equality of access at the centre of educational planning and provision.

Particular consideration is given to:

- Communication needs.
- Physical access requirements.
- Sensory needs.
- Medical needs.
- Cultural, linguistic and religious backgrounds.
- Additional vulnerabilities.

## 6. Fostering Good Relations

The school actively promotes positive relationships throughout the school community.
We will:

- Promote mutual respect and understanding.
- Celebrate differences and diversity.
- Encourage cooperation and positive relationships.
- Provide opportunities to learn about a variety of cultures, beliefs and backgrounds.
- Challenge stereotypes and prejudice.
- Support pupils to engage positively with the wider community wherever appropriate.

The curriculum, assemblies, themed events and enrichment opportunities all contribute to developing pupils' understanding of themselves and others.

## 7. Equality Within the Curriculum

The curriculum is designed to reflect the diverse society in which pupils live and to prepare them for life beyond school.

We aim to ensure that:

- Teaching resources are inclusive and representative.
- Learning opportunities promote respect and understanding.
- Activities are adapted to enable meaningful participation.
- Pupils develop awareness of diversity, relationships and community.
- Protected characteristics are reflected appropriately within the curriculum.

Curriculum planning will support pupils to develop independence, communication, self-advocacy and understanding of the world around them.

## 8. Accessibility and Inclusion

The school is committed to ensuring that disabled pupils, staff and visitors can participate fully in school life.

This commitment is supported through:

- Reasonable adjustments.
- Specialist equipment and resources.
- Accessible learning materials.
- Adapted teaching approaches.
- Specialist therapeutic and medical support where appropriate.
- An Accessibility Plan which is reviewed regularly.

The school recognises that equality and accessibility are closely linked and will continually seek to improve access to the curriculum, the environment and information.

## 9. Equality in Employment and Recruitment

Oxlow Bridge School is committed to being an equal opportunities employer.
The school will:

- Recruit, retain and develop staff fairly.
- Ensure employment decisions are based on merit, skills and suitability.
- Provide equal access to professional development opportunities.
- Promote an inclusive workplace culture.
- Ensure reasonable adjustments are considered where appropriate.
- Monitor recruitment processes and outcomes.

The school will not discriminate unlawfully in relation to recruitment, promotion, training, pay, working conditions or dismissal.

## 10. Equality Considerations in Decision-Making

The school will consider equality implications when:

- Developing policies and procedures.
- Allocating resources.
- Making significant organisational changes.
- Reviewing curriculum provision.
- Planning school improvement initiatives.

Leaders and governors will consider whether decisions may have a positive or negative impact on groups with protected characteristics and take appropriate action where required.

## 11. Equality Information

The school gathers and analyses a range of information to help identify strengths, trends and areas for development.

This may include:

- Pupil attainment and progress data.
- Attendance data.
- Exclusion data.
- Participation in school activities.
- Safeguarding information.
- Recruitment and workforce information.
- Staff professional development information.
- Complaints and equality-related incidents.

The school uses this information to inform strategic planning and improve outcomes for all members of the school community.

## 12. Equality Objectives

**Equality Objective 1 (2026-2030)**

To ensure that all governors and staff involved in recruitment and selection receive up-to-date training in equality, diversity, inclusion and safer recruitment and can demonstrate an understanding of their responsibilities under the Equality Act 2010.
Success indicators:

- 100% of staff and governors involved in recruitment have completed relevant training.
- Recruitment processes consistently demonstrate fairness and transparency.
- Equality considerations are fully embedded within recruitment practices.
- Recruitment monitoring demonstrates equitable processes and outcomes.

The Governing Body will review progress against this objective annually.

**Equality Objective 2 (2026-2030)**

To identify and remove barriers that may prevent pupils from accessing the full range of educational, social, recreational and enrichment opportunities, ensuring that all pupils can participate meaningfully in school life, regardless of their individual needs, disabilities or circumstances.

Success indicators:

- All pupils have opportunities to participate in a broad range of learning, enrichment and wider school experiences.
- School trips, visits and events are planned inclusively, with reasonable adjustments made to support individual needs.
- Barriers to participation are identified proactively and appropriate strategies are implemented to overcome them.
- Staff demonstrate an increased understanding of how to adapt activities and environments to enable meaningful participation.
- Feedback from families indicates that pupils are being provided with opportunities that reflect their individual interests, abilities and needs.

The Governing Body will review progress against this objective annually.

## 13. Monitoring Arrangements

The Headteacher will monitor:

- Equality-related incidents.
- Pupil outcomes and progress.
- Attendance and exclusion data.
- Recruitment and workforce information.
- Progress towards equality objectives.

The Governing Body will:

- Receive updates on progress towards equality objectives.
- Review equality information annually.
- Review equality objectives at least every four years.
- Monitor the effectiveness of this policy.

This policy will be reviewed annually and updated sooner if required by changes in legislation or guidance.

## 14. Complaints

Any concerns relating to discrimination, harassment or inequality should be raised with the school as soon as possible.

Concerns will be addressed through the appropriate school procedures, including:

- Complaints Procedure
- Grievance Procedure
- Behaviour Policy
- Staff Disciplinary Procedures
- Safeguarding Procedures

Where appropriate, external agencies may be involved.

## 15. Linked Policies and Documents

This policy should be read alongside:

- Accessibility Plan
- SEND Policy
- SEND Information Report
- Supporting Pupils with Medical Needs Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Staff Code of Conduct
- Complaints Procedure
- Whistleblowing Policy