



‘Building Resilience for Future Success’

Equality Policy and Objectives

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Date for Review	September 2027
People Involved in writing this policy	Amanda Lacey
Consultation Process <i>(if needed)</i>	

1. Aims

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

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination [The Equality Act 2010](#)
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#)

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. Roles and responsibilities

3.1 The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/ carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Meet with the designated member of staff for equality (the Headteacher) and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

3.2 The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
 - Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

3.3 All school staff:

- Are expected to have regard to this document and to work to achieve the objectives.

4. Eliminating discrimination

Ancora House School is committed to equality, both as an employer and a school. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We are committed to:

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

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). For schools, this means that it is unlawful to discriminate against learners or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

We promote equality of opportunity and diversity, a positive school culture and work together to prevent discriminatory behaviour.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need 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 people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

5. School Values

We are proud of our school values and use these to inform our pedagogy, classroom practice and work within the staff groups and beyond.

We believe these values encompass our work on equality:

OUR CORE VALUES – ‘Building Resilience for Future Success’

At Ancora House School we believe in providing a tailored curriculum that meets the diverse needs of our learner group.

The curriculum is designed to ensure that all learners, no matter what their starting point, can access their personal curriculum and make progress, within an environment and culture of high warmth and high expectation.

At the heart of our curriculum is the premise that in order to succeed in their futures, learners need to develop the resilience, knowledge and the skills that will scaffold their next steps.

Our curriculum intent is based in an enabling philosophy and is person centred; our mission is to allow all learners to leave us with the right balance of skills and knowledge to fulfil their potential and the autonomy to decide what that looks like and when it happens.

Learners are offered a trauma informed curriculum and a relationship focused culture, so that they are better to understand themselves as young people.

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

7. Promoting race equality and equity

At our school, we are committed to promoting race equality, equity, and diversity among our staff and students. We believe that every individual, regardless of their race or ethnicity, deserves to be treated with dignity, respect, and fairness. Our commitment to race equality is aligned with the Equality Act 2010, which prohibits discrimination, harassment, and victimisation on the grounds of race or ethnicity.

7.1 Practical examples of how we promote race equality, equity, and diversity in our school include:

- **Inclusive Recruitment:** We ensure that our recruitment processes are fair, transparent, and inclusive, and do not discriminate against individuals based on their race or ethnicity. We actively encourage applications from candidates from diverse racial and ethnic backgrounds to promote diversity among our staff team.
- **Conscious Curriculum:** We strive to create a curriculum that is inclusive, relevant, and reflective of the diverse cultures, histories, and perspectives of our students. We incorporate diverse resources, materials, and teaching approaches that promote understanding, appreciation, and celebration of different racial and ethnic identities. We recognise that at times, our pupils are following curricula prescribed and supplied by their home schools and we will seek to look for appropriate opportunities to reflect the school's values and equality approach.
- **Staff Training and Development:** We provide training and professional development opportunities for our staff to raise awareness of race equality issues, promote cultural competency, and address unconscious biases. This helps to create a more inclusive and supportive learning environment for all students, regardless of their race or ethnicity.

- **Celebrating Diversity:** We actively promote and celebrate the diversity of our school community, including different racial and ethnic identities, languages, and cultural traditions. We organise events, activities, and celebrations that highlight the contributions and achievements of individuals from diverse backgrounds, fostering a sense of belonging and inclusivity.
- **Tackling Racism and Discrimination:** We have clear policies and procedures in place to address any incidents of racism, discrimination, or harassment, and we take such incidents seriously. We provide support and resources for individuals who have experienced racism or discrimination and take appropriate action to address any issues that arise.
- **Inclusive Leadership:** We strive to promote diversity and representation in leadership roles within our school. We actively encourage individuals from under-represented racial and ethnic groups to apply for leadership positions and ensure that our leadership team reflects the diversity of our student population.

8. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Discussions and learning opportunities dealing with relevant issues.
- Working with our local community as appropriate and possible in this hospital school setting.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

9. Equality considerations in decision-making

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

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys, girls and trans/non-binary pupils

The school carries out an Equality Impact Assessment (Appendix 1) when reviewing significant policies and procedures to show we have actively considered our equality duties and asked ourselves relevant questions.

10. Monitoring arrangements

- The Headteacher will update the equality information we publish at least every year.
- This document will be reviewed by the Headteacher annually.
- This document will be approved by the governing body annually.

The Equality Act says that schools and other public bodies must:

- Encourage good relations and ensure everyone has equality of opportunity.
- Eliminate unlawful discrimination, harassment and victimisation.
- Help make sure everyone has an equal chance to make the most of their lives and talents.

In line with our duties under the Equality Act, we assess our existing practices in relation to equality and consider objectives to help us improve further.

In determining the objectives for Ancora House School the following was taken into account:

- The views of the wider school community
- Data/information on attendance and progress
- Data/information on transitions in and out of our service
- Pupil Voice

10.1 These objectives are:

1. To increase the extent to which all pupils who despite their mental health problems, are able to re-engage with and sustain their place in education with confidence and appropriate support, and that through effective communication they are less likely to be affected by discrimination and lack of equal opportunity.

What we will do:

- Attend all relevant planning and review meetings for each learner eg. discharge planning meetings, TAFs, Child in Need meetings (CiNs), Care, Education and Treatment Reviews (CETRs) and Education Health Care Plan reviews
- Formulate transition plans in close collaboration with home schools, parents, carers, clinicians with the person at the centre
- Share pertinent information with schools and colleges around the best ways to support the young person during and after their transition.

How we will know we are meeting our objectives:

- Pupil Voice/ feedback questionnaires
 - Data on successful and sustained transitions – termly follow up for 12 months
 - Analyse data annually to determine rates of success and to identify barriers
2. To increase the attendance rate for all learners so that despite their health difficulties which may leave them open to discrimination and lack of equal opportunity, they feel valued, confident and build resilience and in consequence are more likely to achieve.

What we will do:

- Offer tutorials to all young people so that they are supported to identify barriers to their attendance and engagement.
- Provide all learners with any targeted support necessary to improve their confidence, self-esteem and attendance.
- Ensure schools and colleges are aware of how to continue support following discharge/transition
- Raise awareness of Mental Health and challenge stigma; promote an inclusive and informed learning environment for young people to continue their education with the best chance of success
- Liaise closely with parents, carers, clinicians to ensure a joined up approach
- Recognise and celebrate success with the young person, their families and schools/colleges

How we will know we are meeting our objective:

- Data/information on attendance
- Data/information on progress
- Parent/Carer/school/pupil feedback questionnaires

3. To prevent HBT (homophobic, biphobic and transphobic bullying) and support LGBTQ+ learners by creating an inclusive school.

What we will do:

- Train staff on accommodating LGBTQ+ pupils and ensuring Trans learners feel safe
- Train staff on HBT (homophobic, biphobic and transphobic) bullying and create a 'school script; on how to tackle incidents and what to say
- Include visual representation to show our LGBTQ+ learners we are an inclusive school and they can feel safe and talk to us (Information leaflets for local groups, LGBTQ+ mental health support groups and contacts, 'knowing your rights' poster)
- Provide assembly materials looking at LGBTQ+ role models and people in the media
- Ensure learners are known by their preferred names and pronouns, use of 'gender neutral' toilet

- Discuss with the young people LGBTQ+ issues and gender stereotypes and then create work based on this
- Update CPOMS to record and incidences of HBT bullying

How we will know we are meeting our objective:

- improved attendance and engagement
- reduction in incidents of bullying and discrimination
- LGBTQ+ Feedback from learners and their families

The school will review the objectives annually and offer feedback on progress through the school's website.