Doubletrees School

Equality Information and Objectives

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1. Purpose and aims

Doubletrees School is committed to creating an inclusive, safe and respectful community in which pupils, families, staff, governors and visitors are treated fairly and with dignity. This statement explains how the school meets the Public Sector Equality Duty (PSED) and sets out our equality objectives for 2026-2030.

In all our functions, we have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

2. Legal framework and guidance

This document is informed by the Equality Act 2010, including the general duty in section 149, and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 as they apply to schools in England. It also reflects current government guidance on the Public Sector Equality Duty and Department for Education advice for schools.

The protected characteristics under the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Not every provision applies to pupils in exactly the same way. However, the school considers equality across its responsibilities as an education provider, employer and public body, including its anticipatory duty to make reasonable adjustments for disabled pupils.

Equality Act 2010: https://www.legislation.gov.uk/ukpga/2010/15/contents

Department for Education: Equality Act 2010 advice for schools:
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Government Equalities Office: Public Sector Equality Duty guidance:
https://www.gov.uk/government/publications/public-sector-equality-duty-guidance-for-public-authorities/public-sector-equality-duty-guidance-for-public-authorities

3. Our school context

Doubletrees School is a special school. Equality, accessibility, communication and reasonable adjustment are therefore central to curriculum design, pupil support, behaviour and relationships, safeguarding, preparation for adulthood and engagement with families. We recognise that pupils may experience overlapping barriers and that a diagnosis or protected characteristic does not, by itself, explain an individual pupil's needs or experience.

We use proportionate information to understand participation, experience and outcomes. Small cohorts are handled carefully so that published information does not identify individual pupils or staff.

4. Roles and responsibilities

The Local Governing Body will:

- ensure that equality information is published and updated at least annually;
- approve and review equality objectives at least every four years;
- seek assurance that equality considerations inform significant decisions, policies and school improvement work;
- monitor progress, challenge leaders and ensure that good practice and areas for improvement are identified; and
- ensure governors receive appropriate equality information and development.

The headteacher and senior leaders will:

- promote and model the school's equality commitments;
- ensure that statutory duties are embedded in policy, curriculum, employment practice, safeguarding and operational decisions;
- identify training needs and ensure appropriate induction and refresher training;
- monitor progress against the objectives and report to governors; and
- respond appropriately to discrimination, harassment, victimisation and equality-related concerns.

All staff will:

- have regard to this statement and the school's equality objectives;
- challenge discriminatory language, stereotypes, bullying and harassment;
- make reasonable adjustments and use accessible communication in line with individual need;
- record and report concerns through the appropriate school procedure; and
- contribute to an inclusive curriculum and school culture.

Pupils, families and visitors

Pupils, families and visitors are expected to support the school's inclusive values and to raise concerns so that they can be addressed promptly and fairly. The school will provide accessible routes for feedback and complaints.

5. Eliminating discrimination and harassment

The school will take reasonable and proportionate steps to prevent and respond to unlawful discrimination, harassment and victimisation. This includes:

- clear expectations in the behaviour and relationships framework and staff code of conduct;
- appropriate induction and continuing professional development;
- accessible reporting routes for pupils, families and staff;
- prompt recording, investigation and follow-up of equality-related incidents;
- reasonable adjustments for disabled pupils, staff and visitors;
- review of policies and practices to identify unintended barriers; and
- working with the Trust, local authority, health, social care and other partners where appropriate.

6. Advancing equality of opportunity

We aim to remove or minimise disadvantage, meet different needs and encourage full participation. In the Doubletrees context, this includes personalised communication, sensory and physical access, appropriate auxiliary aids and services, inclusive enrichment, accessible relationships and health education, and carefully planned transitions and preparation for adulthood.

Where evidence shows a disparity, leaders will consider the cause, speak with affected pupils and families where appropriate, take action and review whether the action has improved participation, experience or outcomes.

7. Fostering good relations

- teaching respect, identity, diversity, rights and responsibilities through the curriculum and wider school life;
- using accessible resources that represent different families, cultures, faiths, identities and experiences;
- supporting pupils to communicate preferences, listen to others and participate in decisions;
- addressing stereotypes, prejudicial language and bullying;
- creating meaningful opportunities for community participation; and
- working in partnership with families and community organisations.

8. Equality in decision-making

Equality considerations will be built into significant decisions at the time they are made, not added afterwards. The depth of assessment will be proportionate to the decision and its likely impact.

Decision-makers should consider:

- Who may benefit, be disadvantaged or be excluded?
- What evidence and lived experience are available, and what gaps remain?
- Are reasonable adjustments or alternative arrangements required?
- Could the decision create indirect discrimination or compound an existing barrier?
- How will impact be monitored, recorded and reviewed?

Examples include curriculum changes, staffing restructures, site projects, transport or trip arrangements, behaviour approaches, digital systems, communication methods and changes to services.

9. Equality information and evidence

The school reviews relevant information at least annually. Evidence may include:

- pupil participation, attendance and engagement;
- progress and wider outcomes across learning pathways;
- behaviour, restrictive practice, exclusions or suspensions, where applicable;
- bullying, prejudicial language, complaints and safeguarding themes;
- access to enrichment, educational visits, therapies and preparation for adulthood opportunities;
- pupil, family and staff feedback;
- accessibility-plan actions and reasonable adjustments; and
- workforce information, training and recruitment evidence, where proportionate and lawful.

Analysis will consider protected characteristics and relevant intersectional or contextual factors where data quality and cohort size allow. The school will not publish data that risks identifying individuals. Findings will inform the school improvement plan, accessibility plan, curriculum development, staff training and the objectives below.

10. Equality objectives 2026-2030

The objectives below replace the previous single CPD objective and are designed to be specific, measurable and relevant to a special-school context. Baselines will be confirmed during the 2026/27 autumn term and progress will be reported to governors at least annually.

Objective 1: Strengthen staff confidence and consistency

Outcome and timescale	By July 2027, 100% of staff in post will have completed equality, diversity, inclusion and reasonable-adjustment training, with new starters completing it through induction. Annual refreshers and scenario-based learning will be recorded thereafter.
Evidence and measures	Training records; induction checks; staff confidence feedback; learning walks and case reviews.
Lead responsibility	Headteacher / designated senior leader

Objective 2: Improve participation and representation

Outcome and timescale	By July 2028, complete an audit of curriculum resources, enrichment and pupil voice to identify gaps in representation and participation. Implement agreed actions and demonstrate improved access for any under-represented groups by July 2029.
Evidence and measures	Curriculum audit; participation data; pupil voice; family feedback; action plan reviews.
Lead responsibility	Curriculum and senior leaders

Objective 3: Reduce equality-related barriers and incidents

Outcome and timescale	From the 2026/27 baseline, review equality-related incidents, complaints, restrictive-practice information and access barriers termly. By July 2028, all identified themes will have a documented response, responsible lead and review date, with evidence of impact reported to governors.
Evidence and measures	Incident and complaints analysis; safeguarding and behaviour reports; reasonable-adjustment records; governor minutes.

Lead responsibility	Headteacher / DSL / behaviour lead

Objective 4: Embed equality in significant decisions

Outcome and timescale	By July 2027, introduce a proportionate equality-impact prompt for significant policy, premises, curriculum and organisational decisions. By July 2028, a sample of significant decisions will demonstrate recorded consideration of likely impacts and adjustments.
Evidence and measures	Decision records; policy review documentation; premises/project plans; governor monitoring.
Lead responsibility	Headteacher / School Business and premises leads

11. Monitoring, publication and review

- Equality information will be reviewed and published at least annually.
- Progress against the objectives will be monitored through school improvement and governor oversight and reported at least annually.
- The objectives will be reviewed at least every four years and may be amended sooner where evidence, consultation or significant change indicates this is necessary.
- The published version will be accessible through the school website. Alternative formats will be made available on request.
- The Local Governing Body will approve this statement and any substantive revision to the objectives.

12. Links with other policies

- Accessibility Plan
- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy
- SEND information and relevant curriculum policies
- Staff Code of Conduct
- Complaints Policy
- Trust Equality Statement and employment policies
- Whistleblowing Policy
- Supporting Pupils with Medical Conditions Policy
- Educational Visits and Health and Safety arrangements

Document note: this version was refreshed in November 2026 from the July 2024 statement. It updates the legal references, separates annual information review from the four-year objective cycle, strengthens the special-school context and introduces measurable objectives for 2026-2030.