Equalities Information and Objectives Policy

2023-2027

	Individual objectives reviewed annually		
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Approved By:	Name: SHS LGB	Date:	Date: September 2023
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School Equalities Policy:

(including Equalities Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

We collect equality information and this can be referenced in the appendices of this statement.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other

- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:
The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying
The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities
The local governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises. This policy will be reviewed by the local governing body in conjunction with its equality objectives every four years.

The school leader is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents, pupils' usual schools and health staff in the following ways:

- Parent questionnaires
- Pupil questionnaires
- Discharge questionnaires and long-term tracking questionnaires for pupils' usual schools
- MDT meetings with hospital staff
- Regularly attending Southampton Medical Needs Panel with lead professionals in inclusion, SEND, Education Welfare
- Staff survey
- School forums

Pupil-related data

Pupil Information – Southampton Hospital School

Southampton Hospital School is an Alternative Provision Academy based at Southampton General Hospital. Our school is focused on enabling pupils with medical needs to access education and we are organised into three key areas to accomplish this: the General Hospital Wards, Bursledon House and our Medical Outreach Provision, which is commissioned by Southampton Local Authority Inclusion Team. Across our service, we offer a broad and balanced curriculum to meet the individual needs of each pupil. Every child will benefit from quality educational time both on a

one to one and small group basis. We also liaise with mainstream schools to gather information enabling us to provide continuity for each child's study programme.

We are committed to working hard to minimise the effect on children's education of their stay in hospital and ensure that they feel as happy and supported as possible when being taught in class or at bedside.

We believe that all children with medical needs are entitled to excellent educational, pastoral and spiritual support during a period of their lives when they are unable to attend their home schools. We believe that all pupils have a right to an enriching and stimulating curriculum delivered by teachers who are passionate about the provision. We are committed to working as part of a multidisciplinary team to support young people either on their return to school within the framework of a smooth transition process or to identify the best provision post discharge.

As a team we believe in the provision of education based on individual pupils' needs and delivered within a caring and compassionate atmosphere. Equality of access and opportunity is central to all that we do, and we make it our aim to ensure all students receive the very best teaching available, regardless of their particular medical needs and status of their health whilst they are with us. As well as medical needs, equality of opportunity is provided regardless of any protected characteristics: students' age, ability, gender, disability, sexual orientation, religion and belief.

On average, the number of pupils dual and guest registered with us during an academic year is 250, although this can vary annually. Children and young people stay with us for periods of between 3 days and 3 academic years, depending on their need and reason for admission. The majority of pupils attend part time due to the need for hospital treatments and therapies.

2023-2024		
Total number of students	249	%
Total number of girls	120	48%
Total number of boys	129	51%
Total number of SEND	97	40%
Total number of SEND with an EHCP	48	19%
Total number of SEND without an EHCP	49	19%
Total number of disadvantaged	70	28%
Total number of pupils with EAL	25	10%

2024-2025		
Total number of students	239	%
Total number of girls	105	44%
Total number of boys	134	56%
Total number of SEND	94	39%
Total number of SEND with an EHCP	52	22%
Total number of SEND without an EHCP	42	18%
Total number of disadvantaged	68	28%
Total number of pupils with EAL	24	10%
Total number of children looked after or previously looked after	6	2.5%

2025-2026		
Total number of students	244	%
Total number of girls	131	53.7%
Total number of boys	113	46.3%
Total number of SEND	118	48.4%
Total number of SEND with an EHCP	53	21.7%
Total number of SEND without an EHCP	65	26.6%
Total number of disadvantaged	31	12.7%

Total number of pupils with EAL	26	10.7%
Total number of children looked after or previously looked after	6	2.5%

The school has published various policies on the school's internet site, such as the SEN report, behaviour policy, attendance policy, safeguarding and child protection policies and our curriculum information. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: Autumn 2026 Date for review and re-publication: Autumn 2027

Equality Objectives

Appendix B

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents, pupils' usual schools and health staff in the following ways:

- Parent questionnaires
- Pupil questionnaires
- Discharge questionnaires and long-term tracking questionnaires for pupils' usual schools
- MDT meetings with hospital staff
- Regularly attending Southampton Medical Needs Panel with lead professionals in inclusion, SEND, Education Welfare
- Staff survey
- School council

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: To ensure that our school successfully communicates the referral process to families of children with English as an additional language and that we fully support the academic progress and social and emotional welfare of children who have English as an additional language, during their hospital admission

Autumn Sep 2024:
This objective is incorporated into our School Development Plan (priority 5). Staff have been trained in new identification, reporting and assessment procedures when working with new admissions with EAL. An EAL action plan has been created and 3 members of staff have created a working group to audit existing provision and develop the actions. Performance management targets have been set for these 3 staff members in line with the SDP priority 5 and equality objective. EAL CPD programme has been delivered during Spring 1. This has led to new EAL draft policy and procedures and changes to referral, reporting and progress tracking. An INSET day for Transition planning has been set for 6th March and within this EAL is a specific focus for 3 members of staff. New procedures used consistently for all new admissions. We have changed the way we collect information regarding other languages spoken at home to help highlight further potential barriers. Hospital translation service has been used for MDTs. The new website has a user selected automatic

translation tool. Key documents are being translated through Microsoft translate tool and all staff trained in its use.

Review: Autumn 2025
New procedures used consistently for all new admissions. We have changed the way we collect information regarding other languages spoken at home to help highlight further potential barriers. Hospital translation service has been used for MDTs. Key documents are being translated through Microsoft translate tool and all staff trained in its use. Good progress continues to be made. The new procedures for supporting families of children with English as an additional language (EAL) are now fully embedded and consistently applied for all new admissions. This has led to an increase in the number of EAL students accessing our services, rising from 8% in 2022-2023 to 12% in 2023-2024. 2024-2025 stands at 11.8%.

Review: Autumn 2026
The school has continued to make strong progress in meeting this objective, with all EAL procedures now fully embedded across referral, admission, assessment and ongoing support processes. Information regarding home languages is routinely collected at admission, enabling staff to identify potential barriers to learning and communication at the earliest opportunity. Translation services continue to be used where appropriate for meetings with families, and translated documentation remains available through both Microsoft translation tools and the school's multilingual website platform.

Staff confidence in supporting pupils with EAL has increased through ongoing professional development and the continued implementation of the EAL policy. EAL considerations are now embedded within individual learning planning, reintegration discussions and transition arrangements, ensuring that both educational progress and emotional wellbeing remain central to support packages.

The school has maintained strong links with families throughout admissions, helping to improve engagement and understanding of referral pathways and available support. Monitoring indicates that pupils with EAL continue to access provision in proportions that broadly reflect the communities served by Southampton Hospital School. Feedback from families and partner agencies has been positive, particularly regarding communication, accessibility of information and the personalised support provided during periods of illness. The school remains committed to reviewing practice regularly and ensuring that pupils and families whose first language is not English can access equitable educational opportunities and support throughout their journey with Southampton Hospital School. The number of children with EAL accessing the school for 2026-2026 was 10.7%.

- The **Hospital provision** has the highest proportion of pupils with EAL at **13.8%**.
- **Bursledon House** has **9.3%** of pupils identified as EAL.
- **Outreach** has the lowest proportion at **4.8%**.

The proportion of pupils identified as having English as an Additional Language remains stable at 10.7%. Representation is strongest within the hospital provision (13.8%), reflecting the diverse communities served by Southampton Children's Hospital and the accessibility of healthcare referral pathways. Lower percentages within outreach provision may reflect the demographics of the schools that refer most frequently and the different routes through which referrals are made. It may also reflect wider trends in the demographic and ethnic representation of children experiencing significant health needs and Emotionally Based School

Avoidance (EBSA).. The data suggests that children and families with EAL continue to access Southampton Hospital School provision equitably, although further work will continue to promote awareness of services and remove any barriers to engagement.

Objective 2: To reduce the number of days that pupils who are severely disadvantaged by ill-health miss school, both within our setting and in pupils' home schools

Review Autumn 2024:
Ongoing work, including:

- MOS panel attendance
- Multi agency working with Education Welfare, Inclusion, SEND (at LA officer level) and home schools
- Continued attendance at discharge and MDT meetings for specific children
- Advice and consultation offer to local schools
- Toolkits shared with schools for specific conditions eg IBD, cancer, chronic fatigue, pain

The outreach contract has been successfully extended, allowing this work to be continued. Two new appointments have been made to the outreach team. New Attendance Guidance to become statutory in September 2024 and staff training will be delivered on 24/07/2024 by SHS Attendance Officer. This will include a review of our current attendance graduated approach.
Outcomes for the reintegration service have been shared with the Local Authority and Governing Body. Headline data:

- 79% Overall Attendance

Review Autumn 2025
Ongoing work, including:

- **Medical Outreach Service (MOS) panel participation:**
  The format of the MOS panel has been revised this year to enable professionals from mainstream schools to present referrals directly to the panel in real time. This change has significantly reduced delays in accessing appropriate provision for young people and improved equity of access to support.
- **Multi-agency collaboration:**
  The school continues to work closely with the Local Authority, including the SCC Education Support Team, Children's Social Care, CAMHS and SEND services at officer level, as well as with home schools. This coordinated approach ensures timely, inclusive and consistent support for pupils with medical and additional needs.

- **Ongoing professional involvement:**
  Staff maintain regular attendance at discharge meetings and multi-disciplinary team (MDT) meetings for individual pupils, supporting effective transitions and continuity of provision.

- **Advice and consultation:**
  The school provides an ongoing advice and consultation service to local mainstream schools, promoting inclusive practice and building capacity to meet diverse needs.
- **Specialist expertise:**
  The school shares specialist knowledge with schools to support pupils with specific medical conditions, including inflammatory bowel disease (IBD), cancer, chronic fatigue, and chronic pain, ensuring reasonable adjustments and equitable access to education.

The outreach contract has been successfully extended, enabling this work to continue, and an additional appointment has been made to the outreach team to further strengthen capacity.

Outcomes from the reintegration service have been formally shared with both the Local Authority and the Governing Body, demonstrating impact and accountability.

A new tracking system has been agreed to enhance monitoring and evaluation of outcomes for young people. Reports are shared with the Local Authority on request, in line with contractual arrangements.

The Headteacher has recently submitted a business plan to the Local Authority proposing further expansion of the service, following the planned transfer from the Education Support Team to the SEND team. Recruitment is currently underway for a new SEND Officer with Responsibility for Medical Needs, with the Headteacher actively involved in the selection process.

The school has also appointed two new Co-SENCos, one of whom has a dedicated remit to support outreach provision, further strengthening inclusive leadership and strategic oversight.

Review September 2026:

This objective remains a significant strategic priority and substantial progress has continued to be made during 2025-2026. The Medical Outreach Service (MOS) has continued to provide timely intervention for children and young people whose attendance is significantly impacted by medical needs. Revised referral pathways, service organisation and strengthened partnership working with schools have enabled support to be accessed more quickly and have reduced delays in securing appropriate educational provision.

The school has maintained close collaboration with the Local Authority, SEND services, health professionals, CAMHS, social care and home schools to ensure coordinated planning and early intervention. Staff continue to attend multi-disciplinary meetings, discharge planning meetings and annual reviews, helping to ensure that educational needs remain a key consideration within wider care planning. The service now sits specifically within the SEND team at Local Authority Level and has a dedicated Case Officer assigned to all young people accessing this service. This has improved communication and speed of referral process.

The expanded outreach team has enabled increased capacity to provide consultation, direct support and reintegration planning. The dedicated SENCO leadership for outreach provision has strengthened strategic oversight and quality assurance, ensuring consistent approaches across cases. The service has continued to share specialist advice, guidance and training with schools, helping them to implement reasonable adjustments and maintain engagement for pupils experiencing significant health difficulties.

The new outcome monitoring and tracking systems introduced during 2025-2026 are now fully operational, providing more robust evidence of impact and allowing the school and Local Authority to evaluate outcomes more effectively. Reintegration remains a key area of success, with many pupils successfully increasing attendance at their home school following targeted intervention and multi-agency support.

The school continues to work proactively with Southampton City Council regarding the future development of medical needs provision. This collaborative approach, alongside the continued expansion of outreach capacity, places Southampton Hospital School in a strong position to further reduce barriers to education and improve attendance outcomes for pupils whose health conditions place them at risk of prolonged absence from school.

Destination data from the Year 11 cohort of 2025-2026 shows that 100% are now in college or employment. This includes over 80% of this cohort who were identified as potential NEET on admission.

NB The legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.

Only where schools have a large staff group is it likely to be necessary for the school to consider setting a staff or employment related objective. Schools should use the action plan on page 20 of the Public Sector Equality Duty Workbook to develop a strategy to achieve these objectives and this plan should be incorporated into the School Improvement Plan.

Date of publication: September 2023
Reviews: September 2024, 2025, 2026. Targets are also reviewed by the Local Governing Body three times a year and included in the Headteacher report.

Date for next objectives review: September 2027

Page

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.