AVOCET HOUSE

Equalities Information and Equality Objectives

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SPECIALIST EDUCATION SERVICES

SES Avocet House Ltd (4926028), is a subsidiary company of Specialist Education Services Topco Ltd (13159680)

CONTENTS

1 INTRODUCTION

2 EQUALITIES INFORMATION

2.1 Age
2.2 Disability
2.3 Gender
2.4 Ethnicity
2.5 Religion And Belief
2.6 Sexual Orientation
2.7 Gender Reassignment
2.8 Equal Opportunity Incidents

3 OBJECTIVES

4 PUBLICATION

5 REVIEW

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
- Gender Reassignment

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	14yrs	15yrs	16yrs
No. of young people	3	2	3

2.2 DISABILITY

All children and young people 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	Asian / Asian British
No. of young people	6	1	1

2.5 RELIGION AND BELIEF

Type	Christian - CoE	Muslim
No. of young people	7	1

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.

Bullying incidents

02.03.26 WK towards DM (YP)
Discussion on negative interactions between children, more than WK have been unkind towards DM. When spoken to DM voiced relationships were better, LW (HoC)) also referenced that DM was unkind to other children's. Ultimately decided that the behaviour seen didn't meet the threshold for bullying.

03.06.26 WK / MT towards DM (YP)
Leadership reviewed incident and preceding circumstances, including difficulties between DM and MT the previous day, which were addressed through a restorative meeting on 5 June 2026. It was recognised that WK may direct his emotions towards others when struggling with regulation, particularly where he anticipates a response. DM continues to receive support through emotional awareness work, social stories and Zones of Regulation.

11.09.26 WK towards HT (YP)
WK had been displaying bullying type behaviour towards HT; complex situation that has links to death of RM within home and how two children are processing their grief. Extensive work completed with support from police, consultants and YOT. Planned meeting between HT and WK to conclude the final part of the process.

Discriminatory incidents

21.09.26 AB towards JS (adult)
AB was derogatory towards JS (TA) calling him inappropriate words related to JS's sexuality. Following the incident SC (Head of Education) spoke with AB; they discussed the reasons behind his language and behaviour. After multiple positive sessions between AB and JS the incident was treated as a one off occurrence.

Racist incidents

17.03.26 MT towards TM (adult)
MT used racially abusive language towards TM. On 15 April a full restorative meeting was held, MT was very reflective and apologised sincerely for what he had said. MT explained his behaviour was linked to the birthday celebration that was happening for another child and how he found this difficult and had directed huis anger at TM.

26.03.26 AB towards SB (adult)
After fishing with SB, AB became frustrated at losing two lures and he subsequently hit SB and called him racist terms. AB spoke to SB later in the evening and

apologised; PH (Principal) also spoke with AB on 5 May to note he seriousness of what AB had said.

15.06.26 MT towards SB (adult) – three separate reports
MT was extremely racist towards SB; due to the specific and targeted nature of this a report was made to the police, After a leadership team discussion, support and advice from Dr Sillifant, conversations with social worker and family a restorative discussion was held whilst on residential camp. MT was extremely reflective and accepted that what he had said was wrong and that he felt bad for his actions,

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 2026 to 2028.

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.