



EQUALITY INFORMATION AND OBJECTIVES

Equal opportunities lie at the heart of all that we do at Silverwood School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy is designed to meet the needs of all pupils, working through pre-formal, semi-formal and formal curricula. It is inclusive of students who function at early/preverbal levels of language and communication, through to those who express themselves verbally and in writing. The policy is designed to be child-centred and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them

Approved by:	Standards Committee	Date: 11/03/2026
Last reviewed on:	March 2026 (Full Governing Body ratified April 2026)	
Next review by:	March 2027	

Contents

1. Aims 2

2. Legislation and guidance	2
3. Roles and responsibilities	3
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	4
7. Equality considerations in decision-making	4
8. Equality objectives	4
9. Equality Information	8
10. Monitoring arrangements.....	9
11. Links with other policies.....	9

1. Aims

Our school aims to meet its obligations under the public sector equality duty 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

2. Legislation and guidance

This document meets the requirements under the following legislation:

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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and Schools](#)

3. Roles and responsibilities

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, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Headteacher.

The equality link governor is Ms Helean Hughes. This governor will:

- Meet with the designated member of staff for equality every year, 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.
- Report back to the full governing board regarding any issues.

The Executive Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality will:

- Support the Executive Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor every year to raise and discuss any issues.
- Support the Executive Headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. 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 which 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 particular 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 (e.g. encouraging all pupils to be involved in the full range of school societies)

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 above data 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

6. Fostering good relations

Silverwood 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, relationships and sex education (RSE), and personal, social, health and economic education (PSHE), 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
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. 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 all pupils at Silverwood
- Has equivalent facilities for boys and girls

Silverwood keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Schools are required to update their published Equality Information each year, and in addition, must have **at least one Equality Objective** that the school can focus and work on for a period of up to four years.

Objective number one: Pupil Mental Health and Wellbeing

Academic outcomes are important, but pupils also need to move on from this stage of their education feeling happy, self-confident with high levels of self-esteem. Silverwood School is committed to providing a nurturing environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life. Silverwood School has decided that one of our new Equality Objectives will address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may begin in childhood but have a greater impact in adult life. We strive to create a 'mentally healthy' school in which children and staff can thrive by: developing programmes across the curriculum that support the foundations for good mental health and develop staff skills in supporting pupils who are mentally unwell or vulnerable.

- Silverwood School will implement a whole-school approach to mental health and wellbeing, ensuring that each year all pupils have access to tailored support through:

- A Consistent Wellbeing Culture – Embedding emotional wellbeing across the school through staff training, structured wellbeing sessions, and a unified approach to emotional regulation in all environments.
- A Tiered Support Model – Providing a graduated response where all pupils access universal wellbeing initiatives (e.g., sensory spaces, mindfulness activities), targeted interventions (e.g., group therapy, social skills workshops), and specialist support (e.g., counsellors, CAMHS referrals, play or music therapy).
- Enhanced Communication and Self-Advocacy – Empowering pupils to express their emotions and request support through accessible communication methods, such as visual aids, Makaton, or assistive technology.
- Strong Family and Community Partnerships – Strengthening collaboration with families and external agencies to provide consistent, wraparound support, including parent workshops and signposting to mental health services

Objective number two: Cultural Development and Understanding

Silverwood School recognises the important role of cultural capital (film, theatre, art, museums, galleries) play in our society and in particular that not all pupils have equality of access to our diverse cultural heritage. Silverwood School will promote cultural development and understanding through a rich range of experiences both in and beyond the school.

Silverwood aims to provide all pupils, including those with the most complex needs, with the opportunity to engage in at least three culturally enriching experiences each academic year. These experiences will be designed to deepen pupils' understanding and appreciation of culture while ensuring accessibility for all.

Opportunities will include:

- Visits to local community events and places of cultural interest, such as sensory-friendly theatre performances, adapted museum tours, heritage sites, and music or arts festivals that cater to the diverse needs of all our pupils.
- Exploring community spaces, including community shops, cafés, historical landmarks, and nature reserves, where pupils can engage in hands-on learning experiences to develop their understanding of the world around them.
- Participation in interactive arts workshops, both within the school and externally, where pupils can collaborate with professional artists, musicians, and performers to explore creative expression in a structured and supportive environment.
- Cultural celebrations and inclusive events, such as school-based multicultural festivals, storytelling sessions with guest speakers, and opportunities to engage with different traditions, music, and cuisine.
- Virtual and immersive experiences, including online gallery tours, VR-based cultural explorations, and interactive storytelling, ensuring pupils who may struggle with physical visits can still access enriching cultural activities.

Equality Information: Promoting Equality of Opportunity at Silverwood School

It is now widely acknowledged that inequality linked to socio-economic factors (poverty) is one of the major issues affecting educational attainment in England today. This school is committed to tackling this aspect of disadvantage, and information about the measures being taken is published separately in a document

called the Pupil Premium Strategy. This details how and why we spend our Pupil Premium and the impact of our work.

Silverwood recognises that socio-economic factors (poverty) are not the only issue affecting how pupils achieve in school, as gender, ethnicity, disability/SEND, sexual orientation and gender identity may all affect whether pupils fulfil their academic potential.

Silverwood is keen to highlight measures the school is taking to address inequality that cannot solely be linked to socio-economic factors (poverty). Below is an overview of our commitment to equality of opportunity, outlining the work that has been undertaken in the past, as well as the steps we are proposing to take in the years ahead.

Schools are required to update their published Equality Information each year, and in addition, must have at least one Equality Objective that the school can focus and work on for a period of up to four years.

Silverwood School recognises that attainment data is an important tool in promoting equality of opportunity for all pupils. Data helps identify which pupils may be vulnerable to underachieving. Nationally, including Wiltshire schools, the groups identified (from attainment data) as being vulnerable to underachievement are: White British pupils eligible for free school meals (both boys and girls); 'BME' (Black and minority ethnic) (both boys and girls); and Gypsy, Roma and Traveller pupils (both boys and girls).

Attainment Monitoring

Gender

Gender monitoring is one of the tools used by the school. The Standards Committee regularly monitor and evaluate the school's performance against national and Wiltshire data.

Ethnicity

Ethnicity monitoring is one of the tools used by the school. The Standards Committee regularly monitor and evaluate the school's performance against national and Wiltshire data.

The school recognises that White British pupils eligible for free school meals are, as an ethnic group, most vulnerable to underachievement. The school has a Pupil Premium Strategy to address this issue.

Our school recognises that groups of pupils may be vulnerable to underachievement for a number of complex reasons, and is able to put the following measures in place to raise attainment:

- ensures that all teaching staff are aware of the groups that have experienced historic underachievement
- ensures that all teachers have high expectations of all pupils, and individual pupils' progress and attainment is tracked, with a special focus on pupils who may be vulnerable to underachievement
- ensures that all staff are aware that different factors can combine to exacerbate educational disadvantage, e.g. gender, being summer born, being eligible for free school meals, being a young carer, etc.
- works closely with parents/carers to address any underachievement at an early stage, and is able to implement a wide variety of interventions

English as an Additional Language

At Silverwood School we:

- recognise the challenges faced by pupils whose first language is not English and we work hard to build the capacity to meet their needs
- make sure new arrivals from overseas who join school later than peers make accelerated progress and catch up

All staff understand that pupils with an additional language have an increased complexity in our setting. Therefore, the SLT and specialist leaders work with teachers to plan and deliver specific programmes for individuals or groups of children.

Disability/SEND (Special Educational Needs)

As a special school, all students who attend are subject to an Education, Health and Care Plan (EHCP) and are designated as having a special educational need.

Our school recognises that all children and young people are entitled to a fulfilling and appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. We proudly fulfil our statutory duties in a spirit of inclusiveness.

Our school has a comprehensive SEND Policy and Accessibility Policy. As a special school we designate all members of the governing body to have a responsibility for inclusion and recognition of the needs and uniqueness of all the pupils at the school.

As a special school we are committed to high quality teaching and a broad and balanced curriculum for pupils with SEND. The progress made by pupils is a function of the school, the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Our school ensures that children, young people and parents/carers are actively involved in decision-making throughout the approaches outlined above.

Our school recognises its duties under the Equality Act 2010 towards individual disabled children and young people. We make reasonable adjustments, including the provision of auxiliary aids and services, to prevent pupils being put at a substantial disadvantage.

Medical Conditions

Our school recognises that the Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required.

Curriculum Inclusion

Our school recognises that all pupils should have access to a broad and balanced curriculum. Our school champions the National Curriculum Inclusion Statement, which states that teachers should set high expectations for every pupil, whatever their prior attainment.

It is not the responsibility of the pupil to change to meet the demands of the curriculum; it is the responsibility of those writing the curriculum to ensure that it is flexible and adaptable enough to meet the needs of each pupil.

SEND: Behaviour, Social and Emotional Difficulties

There is an increasing understanding of the negative impact of social, emotional, and mental health difficulties (SEMH) on the educational outcomes of pupils.

Pupils at Silverwood School with SEMH difficulties and their teachers are well supported through the core approach and culture of the school and have access to a wide range of good practice interventions including:

- access to an in-house Behaviour Support Team

- the Emotional Literacy Support Assistant scheme
- individualised positive reinforcement strategies
- a school behaviour management system that supports positive choices
- ensuring any specific element affecting behaviour is identified, supported and addressed

Silverwood School has set a new Equality Objective focused on supporting pupil mental health and well-being.

Faith and Belief

Data is not collected for monitoring purposes on Religion and Belief, so there is no information available to compare attainment.

Silverwood School recognises how important faith and belief can be as part of a young person's developing identity and is committed to supporting all children and young people as they develop their values and beliefs.

Different Families

Different families may include:

- families with adopted children
- families with foster children
- families headed by grandparents/uncles and aunts
- single-parent families
- children with more than one home
- step or blended families
- families with two mums/dads

Silverwood School works with pupils to address discriminatory and bullying language and supports pupils to create an environment that values diversity.

Sexual Orientation and Gender Identity

Silverwood School is aware of the support available, including Local Authority support and support from the Mermaids charity.

This school has flexibility within the school uniform, does not make distinctions between sports that girls and boys can play, and does not divide pupils into groups solely based on their sex.

LGBT+ pupils may be vulnerable to bullying and unfair treatment, and it is important our school creates a supportive environment for all pupils.

Monitoring Arrangements

The Governing Body, through the Standards Committee, will:

- update the equality information we publish **yearly**
- review this document at least every **four years**
- approve this document through the Governing Body

This document links to the following policies:

- Accessibility Plan

- Risk Assessment
- Behaviour and Relational Inclusion
- SEND Policy

References:

'Valuing All God's Children'

<https://www.churchofengland.org/>

Stonewall

[Resources/best-practice-toolkits-resources](https://www.stonewall.org.uk/resources/best-practice-toolkits-resources)

Mermaids

<https://mermaidsuk.org.uk/>