



Equality Policy and Objectives 2021-2025

Imagine anything, create the impossible

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1. Why we have developed this Equality Policy

This Equality Policy for The Turing School is a single policy for all protected characteristics covered under the Equality Act 2010. We are committed to developing cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's outcomes, both educational and wellbeing, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we will listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

2. Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation.

3. Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes. The themes are reflected in our Equality Objectives.

4. Our approach

We seek to embed equality of access, opportunity and outcomes for all members of our school community, within all aspects of school life.

5. Our vision statement about Equality

The Turing School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

6. Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process of developing this policy in order to ensure better outcomes for all . We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between and within different groups of pupils/students and the wider school community.

We are also guided by the United Nations Convention on the Rights of the Child as well as recognising and accepting our duty to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty 2015) and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life. These opportunities are likely to include all or some of the following, depending on our current priorities:

- preparation for entry to the school and transition
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approaches and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports
- employees' and staff welfare
- the involvement of a broad and diverse range of children, young people, their parents and partner agencies
- school policies

7. The roles and responsibilities within our school community

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy - Julie Prentice, Executive Headteacher and Lead for Trust SEND leadership Group
- ensure that the objectives arising from the policy are part of the school improvement plan
- support the Head of School in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Head of School will:

- ensure that staff, parents/carers, pupils/students and visitors/contractors are engaged in the development of and review of the Equality Policy
- oversee the effective implementation of the policy including communicating with staff parents/carers, pupils/students and visitors/contractors about the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy

- with the Head of School, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the school strategic plan

Our school staff will:

- be involved in the development and review of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Our pupils will:

- be actively encouraged to be involved in the development and review of the Policy and will understand how it relates to them, appropriate to age and ability
- be encouraged to actively support the Policy
- be involved in producing a simplified version of this policy that can be displayed in classrooms and communal areas, such as reception, hallways and canteens

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Relevant voluntary or community groups and partner agencies will:

- be involved in the development and review of the Policy
- be encouraged to support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy

8. How we developed our Policy - Participation and Involvement

The development of this Policy has involved our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of the protected characteristics listed under the Equality Act 2010.

9. How we developed our Policy - Using information

We know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, transphobia, biphobia, faith, disability and gender.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school. By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

10. Purchasing

When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed purchase affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any subcontractors.

11. Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team have undertaken Educare training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

12. Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

13. Implementation, monitoring and review

This policy will be actively promoted and disseminated. Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives. We will report annually on the policy and our equality data. We will analyse

whether the policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

14. Equality Objectives 2021 to 2025

We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every four years.

Link to Public Sector Equality Duty	Protected characteristic	Aim	Objective	Target group(s): e.g. whole school, girls, boys, SEND, staff	Action	Who is responsible?	Dates from and to	Milestone/ progress
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To register school and progress towards the Unicef Rights Respecting Schools Award which will involve staff training	Senior Leadership Team and Governors	Sept 2021 – July 2025	
All aims of duty	All protected characteristics	To increase the participation of pupils/students from minority, marginalised or vulnerable backgrounds in school life, including SEND pupils/students	Increase the diversity of pupils/students involved in the decision-making processes of the school, including SEND pupils/students	Minority, marginalised and vulnerable pupils/students, including SEND pupils/students	Identify which groups are under-represented in the School Council and/or pupil voice processes within the school Actively encourage and facilitate vulnerable groups participation, e.g. making use of communication tools that might help some students' voice to be heard e.g. SEND	Senior Leadership Team Teacher with responsibility of school council	Sept 2021 – July 2022	

Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/Race/sex/gender/identity/Disability/Religion or belief	To prevent and respond to all hate incidents and prejudice based bullying	Students feel safer as reported in safer schools survey as they feel incidents will be dealt with. Increased staff confidence Implementation of SIMS reporting for anti social behaviour and hate incident reporting to improve accuracy and increase reporting rates	Whole school and specifically BAME /LBGT/SEND pupils/students or those from a Faith background.	To review and update existing policies and practice relating to bullying. Allsorts guidance distributed to all staff. Staff to complete Allsorts and anti-bullying CPD. Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia Promotion of hate incident recording to students during anti bullying week	Senior Leadership Team Pastoral Team Anti-bullying lead	Annual	
Eliminate unlawful discrimination, harassment and victimisation Fostering good relations	Sexual Orientation	To ensure LGBTQ pupils are accepted and homophobia, transphobia and biphobia is challenged	Increased staff confidence in dealing with and reporting rates of LGBT bullying. Rates of LGBT bullying and use of homophobic language decreases	Whole school and specifically LGBT students	Utilise 'All Of Us' and Stonewall resources in PSHE Celebrate lesbian, gay, bisexual and transgender (LGBT) History Month Curriculum planning session around increasing visibility of LGBTQ. PSHE Sessions timetabled	PSHE Lead	Annual	
Advance equality of opportunity	Sex	To ensure that girls are equally involved in physical activity	Improved participation of girls in targeted sports activities	Girls	Monitor attendance of girls at out-of-school hours sports clubs Survey girls and understand barriers to participation	Head of PE	Sept 2021 – July 2022	

Advance equality of opportunity	Disability/All	To increase social and emotional skills for pupils/students with these identified needs	Improved ability by pupils/students to handle difficult situations and a reduction in classroom disruption	Pupils/students with social, emotional and mental health needs.	CPD for staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills	SENDCo	Sept 2021 – July 2022	
Advance equality of opportunity	Disability	To increase our understanding of the needs of disabled parents/carers within our community	Improved access and communication with disabled parents/carers	Disabled parents/carers	Gather and record information relating to disabled parents. Review information that is sent home to parents/carers. Ensure that all information sent home is accessible	Senior Leadership Team or Parent Liaison Officer	Sept 2021 – July 2022	
Advance equality of opportunity	Sex	To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping	Positive changes in options around work experience and diplomas.	Year 10	Provide activities that allow pupils/students to explore gender stereotyping in careers. To ensure that diplomas meet the needs of boys and girls. Review gender focus within resources pack.	Head of Careers Education	Sept 2021 – July 2022	
Advance equality of opportunity	Race	To improve the achievement of GRT pupils	Improved attendance and attainment by this group	Gypsy, Roma Traveller children	Work with ISEND to identify strategies to improve attainment of this group. Review government case studies for ideas Review government case studies for ideas https://www.gov.uk/government/case-studies/gypsy-roma-and-traveller-pupils-supporting-access-to-education	Senior Leadership Team Attendance Team	Sept 2021 – July 2022	

Fostering good relations	Age	To improve understanding and to challenge stereotyping between young and older people	Increased positive attitudes towards each other	Year 7 and Year 11	Set up a creative arts project on the local environment Pupils to visit local care home (working with Age Concern)	Class teachers	Sept 2022 – Mar 2023	
Fostering good relations	All	To promote good relations between people from different backgrounds	Increased understanding of a different community and the diversity within it Increased positive attitudes towards disabled people	Year 8	Set up school linking with another school in a different geographical location and population make-up PSHE lessons timetabled Invite in representatives from protected equality groups to meet with pupils	Senior Leadership Team PSHE Coordinator	Sept 2022 – Mar 2023	

Appendix A - Key legislation

Harmonises and streamlines existing equality legislation into one Single Act. The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion. For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Accessibility planning

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people

Auxiliary aids and services:

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all schools as from September 2012:

- The Turing School and the Trust acknowledge our reasonable adjustment duties under the Equality Act 2010. We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an education, health and care plan, or where the plan does not provide the auxiliary aid or service.