



The Turing School

Equality Information and Objectives

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

Document Management

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Approved by: Headteacher and Chair of Governors

1. Aims

We recognise the benefits of having a diverse school community, with individuals who value one another, and the different contributions everyone can make. We are committed to being an equal opportunities education provider and employer and are committed to equality of opportunity for all members of the school community. Students will be taught these values and to respect others. In the provision of equal opportunities, we recognise and accept our responsibilities under the law and oppose discrimination based on:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief (including lack of religion or belief)
- gender
- sexual orientation
- marital or civil partnership status
- age.

We also oppose unlawful discrimination (and bullying) on the basis that a person has a special educational need or learning difficulty, or because English is an additional Language.

We aim to ensure that all policies and practices conform with the principle of equal opportunities and comply with the Public Sector Equality Duty set out in section 149 of the Equality Act 2010.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), 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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Governing Body is responsible for:

- ensuring the school complies with current equality legislation
- ensuring the equality policy is properly implemented
- ensuring related procedures are followed.

The Headteacher is responsible for:

- ensuring that school policies take account of equal opportunities
- implementing and reviewing the Equality Policy

- ensuring that all members of the school community are aware of and implement the policy
- ensuring that the policy is implemented with regard to staff selection and appointments
- taking seriously reports of discrimination from parents/carers, students or staff by investigating them and ensuring that appropriate action is taken
- ensuring that information with regard to ethnic origin is collected and entered into the School Management Information System and that this information is used as part of the monitoring of equality of opportunity in line with the Data Protection Act.

Specifically, this includes:

- monitoring curriculum planning
- monitoring school procedures and organisation
- undertaking initiatives to improve provision for all students.

and ensuring that:

- cover for absent colleagues is fairly distributed
- requests for leave of absence are consistently met
- duties are fairly allocated
- non-contact time is distributed as per the recommended formula
- workload expectations are reasonable
- interviewing procedures adhere to safer recruitment guidelines
- equal access to professional development is provided
- pay and conditions are implemented as per school policy
- an environment is created which affirms and supports ethnic, cultural
- religious and social diversity and effectively promotes good personal, community and race relations.

The Role of Designated Safeguarding Leads:

- to work with all stakeholders to ensure all forms of discrimination are recorded and dealt with.
- Meet on a weekly basis to discuss any behaviour/safeguarding issues.
- Report and minute any forms of discrimination/sexual harassment to the Headteacher.

The Role of Subject Leaders:

When designing schemes of work, this policy will act as a guide both in their choice of topics for study and in how to approach sensitive issues.

- To ensure opportunities are provided in curriculum content to promote students' understanding of different environments and societies other than their own.
- When devising curriculum policies and selecting resources all staff will ensure that teaching material is non-discriminatory.
- To provide balance in themes or topics and planned learning experiences, taking into account the interest of both boys and girls.
- To implement strategies to raise levels of achievement, aspirations, and self-esteem in all students.

When devising curriculum policies and selecting resources, all staff will ensure that teaching

material is non-discriminatory.

The Role of Teaching Staff

The teacher has a crucial role in providing for equal opportunities and enabling students to develop universal values that encompass the principles of equality, respect, fairness and justice.

The class teacher will ensure:

- all students are treated fairly, equally and with respect and therefore will promote an inclusive and collaborative ethos in the classroom
- they do not discriminate against any child
- they model good practice and deal with discriminatory incidents
- they recognise and tackle bias and stereotyping
- that when selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature
- they strive to provide material which gives positive images of ethnic minorities and that challenges stereotypical images of minority groups
- they choose learning styles and teaching strategies that avoid gender bias and stereotyping and that also reflect the diverse and multi-racial nature of our society
- they use teaching styles, methods, language, questioning and classroom management that includes and engages all students.

Role of Support Staff:

- Supporting Peacehaven Community School in delivering a fair and equitable service to all stakeholders
- upholding the commitment made by the Headteacher on how students and parents/carers can be expected to be treated
- supporting colleagues within the Peacehaven Community School community
- ensuring their own awareness of the responsibility to record and report prejudice related incidents.

Students are responsible for:

- supporting the school's equality ethos
- sharing concerns or issues with a member of staff
- raising concerns with school ambassadors.

Parents/Carers are responsible for:

- supporting the school's equality ethos
- sharing concerns of issues with senior staff or Principals of year group communities.

Visitors and Contractors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

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.

The school has a designated member of staff for monitoring equality issues. 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 amongst different groups:

5.1 Students' Attainment and Progress

This school expects the highest possible standards. Staff have high expectations of all students and continually challenge them to reach higher standards. The school recognises and values all forms of achievement. We monitor and analyse student performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted interventions. The school will publish attainment data each academic year showing how students with different characteristics are performing. The data will be analysed to determine strengths and areas for improvement, implement actions in response and publish this information. Evidence will be made available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

5.2 The Quality of Provision - Teaching and Learning

All staff ensure the classroom is an inclusive environment in which students feel all contributions are valued. Positive steps are taken to include students who may otherwise be marginalised. We take account of students' experiences and starting points and are responsive to students' different learning styles.

Student grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups are kept under continual review and analysed by ethnicity, gender and background.

Staff will use a range of methods and strategies to assess student progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

5.3 The Quality of Provision - Curriculum and Other Activities

This school provides an appropriate curriculum for students of all backgrounds. We monitor and evaluate its effectiveness through target setting and attainment analysis. All students participate in the mainstream curriculum of the school.

The curriculum builds on students starting points and is differentiated appropriately to ensure

the inclusion of:

- students learning English as an additional language
- students from minority ethnic groups, including Gypsies and Travellers
- students who are gifted and talented
- students with special educational needs
- students with a disability
- students who are in public care
- students who are at risk of disaffection and exclusion
- lesbian, gay or questioning young people.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all students. The content of the curriculum reflects and values diversity. It encourages students to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events e.g. school productions, cater for the interests and capabilities of all students and take account of parental preferences related to religion and culture.

6. Fostering Good Relations

The school 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 and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English and reading, students will be introduced to literature from a range of cultures
- regular reference to the schools RADAR values
- holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- working with key members of our local community establishing positive links between the Child Centred Policing Team
- encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students 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
- developing 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 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 students with disabilities
- has equivalent facilities for boys and girls.

The school 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

Objective 1

To monitor and promote the involvement of all groups of students in extracurricular activities, including leadership opportunities, especially those students with special educational needs.

Objective 2

To reduce the incidents of the use of discriminatory language used by students in the school including disability, religion, gender, nationality, ethnicity, race and sexual orientation.

Objective 3

To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

9. Monitoring Arrangements

The Headteacher in liaison with the member of staff overseeing Equality at Peacehaven Community School will update the equality information we publish at least every year.

This document will be reviewed by the Headteacher at least every 3 years.

This document will be approved by the Governing Body.

10. Links with Other Policies

This document links to the following policies:

- Safer Recruitment Policy
- Admissions Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND and Inclusion policy
- Accessibility Plan.