

TURNSTONE HOUSE

Equalities Information and Equality Objectives

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SPECIALIST EDUCATION SERVICES

*SES Turnstone House Ltd (7972485) is a subsidiary company of
Specialist Education Services Topco Ltd (13159680)*

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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
- Transgender

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	10yrs	12yrs	13 Yrs	16Yrs
No. of young people	1	1	5	1

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

Male	7
Female	1

2.4 ETHNICITY

Type	White British	Asian/Asian British	Mixed – Arab and European
No. of young people	6	1	1

Type	None	Muslim	Muslim / Catholic background
No. of young people	6	1	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.

There have been three bullying incidents and three racist incidents logged between 01.01.24 and 01.10.24.

Bullying Incidents

09.01.24

JH was reported to be targeting RC, telling him to "fuck off you baby" when RC was upset, JH tried to chase RC to physically attack him and had to be managed by staff. JH then kept saying mean things to RC through out the day for no reason, chasing after him on several occasions. RC also expressed that he felt like he was being bullied by JH and also other young people.

The Management Team discussed interactions between RC and all of his peers and what has been witnessed, it was agreed that part of the daily objectives in the home were to be support the engagement and interactions between RC and his peers and also to get RC involved within the community more and support him in have those positive experiences. Sessions were built into the Learning Centre timetable to provide opportunities for JH and RC to work together and have positive interactions. There was a clear reduction in incidents of name calling / young people using their presence to get into RCs space which worked well to help RC build more positive friendships with his peers.

08.04.24

MT was deliberately provocative of JT in the swimming pool, excessively splashing him, continuing to do this when asked to stop. When he returned, MT continued to follow JH around this house in an intimidating fashion, trying to force him to stop playing basketball. The following Monday, during an altercation between Jayden and MTi, MT repeatedly called JH a midget and deliberately went outside JHs window to insult him; this was highly targeted.

A Deputy Care Manager had a clear discussion with MT regarding his actions towards JH. The team continued to monitor interactions between MT and JH, all subsequent feedback was that the behaviour had stopped following the conversation and no further concerns arose.

10.08.24

RT took CSs phone and ran outside with it refusing to give it back. RT will also repeatedly said things under his breath to CS to react negatively. Two days later,

RT entered CSs bedroom with BS and MT and started to be intimidating towards CS, this resulted in CS trying to move RT out of his bedroom. RT also took CSs teddy and ran away with it, upsetting CS.

Following this, both the Principal (DB) and a DCM, spoke to RT about the concerns of behaviours being displayed towards CS. It was agreed to formulate the handover process to set an objective with the team each day to monitor their interactions. The team were briefed to ensure any concerns or targeting behaviours were managed immediately. If bullying type behaviours were displayed by the young people they were not allowed to go out on activities that day. On 29.09.24, in the SLT meeting, there was no evidence that the behaviour had continued and normal routines were returned to.

Racist Incidents

17.01.24

BS was heightened while out on his walk with MD (SEN Teacher), mentioning that he was not happy with his social worker. MD tried to engage with him while walking around the local area using humour and firm instructions, BS was friendly but at other times was using racist language. BS called MD a 'fucking nigger, a black egghead, a punjabi' and told him that all 'Jamaicans are stupid'.

A meeting was held with BS, MD and a member of the SLT to discuss the incident in which he had made racist comments towards MD. The adults wanted to establish if BS was actually being racist and if he understood what this actually meant. When asked BS didn't understand what being racist meant. BS was given a simple explanation of both which he seemed to understand. MD was then invited into the conversation to share some of the things that BS had been saying to him. BS was asked if he would speak to HM in the same way, would he call him the same things, BS replied by saying of course not (HM is another male adult but of a different ethnicity). We were able to establish that BS was making racist comments to MD which he apologised for directly to him.

07.03.24

BS was in the house during the afternoon and following an a dispute about wearing football boots inside, he called MD a 'fucking black c**t' on numerous occasions before saying 'KKK you black c**t' and 'I've had enough of black people'.

MD (SEN Teacher) completed a restorative meeting with BS surrounding the incident and the racist comments that were being made; most of this was visual based. Subsequent team discussion on how adults need to be aware of what BS is saying and the impact that this has on individuals, and the importance of constant learning to help him understand his actions.

11.03.24

JH was involved in 2 physical intervention incidents on 11.03.24 and during these RPI's JH continually used the word "nigger" to insult various different adults.

During the subsequent Management Team meeting, discussion focused on the language JH was using within the RPI and how this wasn't appropriate. All agreed that adults would follow up on racist language used by any young person regardless of the context or who this was aimed towards. Every day DCMs would ensure the cultural section for planning the day included an objective about the language that all young people use. This was monitored and discussed further in May 2024, with no further incidents.

3 OBJECTIVES

We believe that the PESH aims restated below are synonymous with our wider aims and objectives, which underpin our annual detailed development planning and the construction of the Turnstone 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 Turnstone House Development Plan 2024-26

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
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 Turnstone House Development Plan.