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
- 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	11yrs	12yrs	13 yrs	14yrs	15yrs
No. of young people	1	1	2	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

Male	8
Female	1

2.4 ETHNICITY

Type	White British	Mixed background
No. of young people	7	2

Type	None	Muslim / Catholic background
No. of young people	8	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
26.11.25/16.01.26
RT / QC towards JH (YP); both relate to the same incident
Young person (JH) expressed he felt bullied by RT and QC; he felt they were calling him derogatory names. JH reported that this happened under their breath and they would sometimes barge into him as well.
Key worker sessions completed for both RT and QC – after this JH was asked whether there had been an improvement and he voiced things were better.

Racist Incidents
15.09.26
BS towards MD (SEN Teacher)
Still ongoing at time of publication. Several sessions held around how to support BS's understanding, linking to a broader strategy with children and use of police for racist crimes. Dr Sillifant (SES Child and Adolescent Psychiatrist) offered advice in combination with restorative approaches.

Discriminatory Incidents
14.09.26
JH towards HS (YP)
Still ongoing at time of publication.
JH using homophobic language towards HS and not accepting HS gender identity of her/she. Various strategies suggested – involvement of Dr Sillifant, police sessions, weekly key worker sessions with JH, repair process with HS.

3 OBJECTIVES

We believe that the PESD 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 2025-27

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.