TOWERS SCHOOL
AND SIXTH FORM CENTRE

EQUALITY INFORMATION & OBJECTIVES STATEMENT

Last Reviewed: July 2025
Next Review: July 2029
SLT Responsibility: Rob Gaygan
Approved By: Principal

THE TOWERS SCHOOL & SIXTH FORM CENTRE

EQUALITY INFORMATION & OBJECTIVE STATEMEMT – changes from previous version

Audit Log		
Section of policy	**Update**	**Date**
All	*No changes*	July 2025

THE TOWERS SCHOOL & SIXTH FORM CENTRE

EQUALITY INFORMATION & OBJECTIVES STATEMENT

Introduction

In line with both the Equality Act of 2010 and Disability Discrimination Act (DDA) the school aims to develop a learning environment in which staff and students, irrespective of gender, ethnic background, disability, religion, sexual orientation, gender reassignment or social origins have equal opportunities to develop their potential. The school also aims to encourage positive, unprejudiced attitudes towards other people.

We will establish a pervasive climate in which expressions of prejudice and unfair discrimination are routinely challenged by all our people. At the Towers School every person in our school community has the right and the responsibility to be treated and treat others with mutual respect and in so doing promote everyone's right to learn, work and develop. This simple belief applies to all in our community irrespective of any grouping, which might categorise individuals and therefore lead to discriminatory practices.

The school completes a census three times a year which records information in relation to gender, ethnic backgrounds, special educational needs and disabilities in relation to all its staff and students. Any information recorded in the census, school objectives/action plans, strategies, implementation and monitoring processes are available to the public on request.

Aims and objectives

We aim to provide an environment that will promote equality of opportunity for all our people, including:

● eliminating unlawful direct and indirect discrimination

● guaranteeing that no one receives less favourable treatment on grounds of

their age, ethnic origin, colour, disability, creed, marital status, nationality,

race, religion, culture, gender or sexual orientation

● eradicating bullying, harassment, prejudice, human stereotyping and unfair

discrimination

● valuing, celebrating and learning from our diverse people.

Procedures

Developing knowledge and understanding of equality and diversity both within and outside the curriculum is particularly important.

Our staff ensure that:

● applications for admission from all potential students are considered in line with the published admission arrangements and in accordance with the Admissions Code

● teaching methods include and engage all students

● teaching resources motivate and are sensitive to different groups, cultures and backgrounds

● prejudice, stereotypes and unfair discrimination inside and outside the classroom are challenged routinely

● teaching strategies are reviewed and updated regularly to take account of knowledge and good practice in relation to equal opportunities

● they examine critically their own assumptions and attitudes towards different groups

We monitor the performance of all our people, including analysing patterns of behaviour and achievement of different groups, for example:

● patterns of attendance and exclusions;

● differential attitudes towards work and towards others;

● patterns of friction and hostile behaviour including bullying;

● the impact of any action taken as a consequence

Equality

Where our people have physical, mental health and/or learning disabilities, we ensure that:

● reasonable and affordable arrangements are made to ensure they can take full advantage of the entitlement generally available, and

● we collaborate with specialist services and agencies to guarantee coherent, integrated support.

We ensure that our people are respected and developed as individuals and receive courteous and equal treatment.

Staff appointments are made on merit with recruitment designed to attract applications from those with the most appropriate levels of qualification, experience and skill.

Our staff can see, check and if necessary correct any personal information held on them in electronic form.

Diversity

We ensure that:

● provision for students' spiritual, moral, social and cultural development takes positive account of human diversity, including gender, capability, ethnicity, religion and culture

● all parents and carers are made welcome and encouraged to become involved reasonable and affordable translation and interpretation services are provided where necessary

Unfair Discrimination

Any act of unfair discrimination in word or deed is challenged as unacceptable, and at least a warning is given. Such incidents are recorded whether they occur within or outside the Academy, and can lead to immediate disciplinary action. Any subsequent recurrence within the currency of a warning or disciplinary outcome will result in disciplinary action. Racist symbols, slogans and other offensive insignia are prohibited except where presented in a controlled way as part of teaching about racism or history. The display of such materials is otherwise to be regarded as unfair discrimination and will be dealt with accordingly.

Implementation

Individuals and representatives have a responsibility to raise any and all matters of potential breach of the Equality Act 2010. To enable this all individuals and representatives are advised of the following policies:

● Grievance

● Complaints

● Whistle Blowing

● Single Equality Scheme

Where an individual or representative identifies a potentially discriminatory action or statement then they should either:

● Seek to address a minor issue informally

● Seek to address a minor issue with appropriate line management support.

● Formally raise the issue through an appropriate policy (if in doubt as to the appropriate policy consult a line manager/ member of the Senior Leadership Team, or a legal representative.

● Where possible and appropriate, in addition to any formal proceedings, mediation will always be offered and if agreed, attempted.

Positive Action

● Recruitment to all jobs should be strictly on merit.

● Wherever necessary, use should be made of lawful exemption to recruit suitably qualified people to cater for the special needs of particular groups.

● Efforts will be made to identify and remove unnecessary and unjustifiable barriers and to provide appropriate facilities and conditions of service for all staff.

Vacancy Advertising

● The Trustees shall put in place arrangements to determine which vacancies must be advertised both internally and externally simultaneously. All vacancy adverts will consider equal opportunities.

Selection and Recruitment

● Selection criteria, including job descriptions and post holder specifications, should be kept under review to ensure that they are justifiable on non-discriminatory grounds as very essential for the effective performance of the job.

● More than one person will be involved in the short listing and selection interview.

● Reasons for selection and rejection of applicants for vacancies must be recorded.

Personnel Records

Employers are able to check and correct their own records of personal details otherwise; access to personal records is restricted in accordance with the provisions of the Data Protection Act.