

## Haileybury Turnford Equality Objectives Evaluation – March 2026

This document is an evaluation of the school's Equality Objectives, which were set in March 2025.

As a public body, Haileybury Turnford must comply with the public sector equality duty (PSED) in the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. This means that Haileybury Turnford must publish:

- details of how it complies with the public sector equality duty, and must update this every year
- its equality objectives, which must be updated at least once every 4 years

Haileybury Turnford will demonstrate compliance including details of how it is:

- eliminating discrimination
  - advancing equality of opportunity – between people who share a protected characteristic and people who do not share it
  - consulting and involving those affected by inequality, in the decisions the school takes to promote equality and eliminate discrimination
1. *All staff to participate in further anti-racism training throughout academic year 2025/26, which will continue from the work taking place during 2024/25, as part of the school's work as an anti-racist school.*
    - An Anti-Racism Policy is in place and being implemented to support with the school's commitment to eliminating racial discrimination and diversifying the curriculum, and will next be reviewed in Spring Term 2026.
    - All staff continue to receive anti-racism training and update training as part of the planned calendar of training – this is ongoing for the rest of this academic year, and the programme for 2026/27 will be planned in detail in due course.
  2. *To promote anti-racism and racial harmony amongst the student body. This will involve regular information to students on our zero-tolerance approach to racism in any form, and a rigorous follow up to any incidents, but also positive reinforcement through the curriculum of the achievements and lives of people from different races and nationalities.*
    - Promotion of different religions and faiths, including awareness and student activities during Ramadan, Black History Month and for Holocaust Memorial Day.
    - The school is committed to responding robustly to any reported incident of racism including supporting both victims and perpetrators through education, reconciliation and resolving issues. This is carried out by rigorous follow up and robust responses taken towards all reported racism and racist comments by pastoral teams and evidenced by reports to

governors, student records and incident records. The Pastoral team work closely with the Anti-Racism Coordinator to ensure educational awareness is promoted with any reported racist incident.

- Promoting anti-racism through being committed to tackling direct and indirect racism including unconscious bias and micro-aggressions with students and staff as stated and outlined in the school's Anti-Racism Policy.
- Our commitment and intent to diversify the curriculum continues. This will be further developed during the rest of 2025/26, and was supported by staff training to Faculty and Subject Leaders in January 2026, and through the school's continued involvement in HFL Education's Great Representation programme with a number of schools from across Hertfordshire.

3. *To analyse racist incidents by ethnic group and to combine this with existing data on public exam performance and attendance by ethnic group, with a view to seeing whether further action is needed.*

- Exclusions, internal isolations and racist incidents are analysed by ethnic group and reported regularly to the Governors' Education Committee.
- In terms of progress and achievement, ethnic groups perform very favourably in published data, compared with White British students. Further analysis takes place between all different ethnic groups and is evaluated by senior leaders and faculty leaders, with actions identified.
- Student attendance data is routinely analysed by senior leaders and pastoral teams to look for consistent differences and patterns in attendance rates across ethnic groups and to consider potential reasons for the barriers to attending school.
- Actions taken to address absence could include a number of actions, for example, engaging closely with the family to understand and address the challenges the student may be facing.
- Attendance for the vast majority of students from ethnic groups is favourable compared to White British students.

4. *To promote the principles in the school's Anti-Homophobia, Biphobia, and Transphobia Policy and ensure all staff are confident in promoting equality in relation to sexual orientation and gender reassignment through staff training*

- Promoted through the school's assembly, tutor programme for students and through a focus during LGBT+ History Month.
- Education and awareness for students and staff of the protected characteristics in the Equality Act 2010.
- Visits to school from Services for Young People, to provide information to students and promote equality through events and activities in the local area.
- The continued diversification of the curriculum to promote the elimination of all forms of discrimination.

- To deliver training for all staff following the publication of the government consultation outcomes on Gender Questioning Children, and following new guidance in KCSiE 2026 once published and statutory from 1<sup>st</sup> September 2026.