Twickenham PRIMARY ACADEMY

# Equality Policy
# Whole School and EYFS

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

**Policy Review Information**

| Key review dates | By whom | Changes made |
|---|---|---|
| 22/01/15 policy written | P. Hogg-Andrews | |
| 19/09/18 | J. Smith | Changed the use of gender to sex |
| 26/02/2019 | J.smith | Set Key objectives for the policy |
| 01/09/2021 | P Gollob | Changes to incorporate RSE education |
| 10/10/22 | E.Moscardini | No changes |
| 05/10/26 | E.Moscardini | Added Equality Information from the school website |

**Policy Review**
This policy will be reviewed every four years unless changes in guidance and legislation require an immediate update.

**Policy Statement**
We are committed to promoting equality of opportunity and tackling unlawful discrimination in all its forms. We are committed to fairness and justice and providing opportunities for everyone**.** All pupils will have access to the whole curriculum and be able to take part fully in school life, regardless of disability, gender reassignment, race, religion or belief, sex or sexual orientation. Opportunities are offered for all to develop to their full potential and achieve success. We will also respect the equal rights of our staff and other members of our school community.

This policy makes reference to The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011. This requires us to publish information that demonstrates that we have due regard for the need to:

**Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
**Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
**Foster good relations** between people who share a protected characteristic and people who do not share it.

Our Policy has the following key objectives:

- To ensure that all staff and governors are aware of current legislation relating to equality and diversity and that all governors and staff understand the Trust's responsibility in this area
- Close gaps in progress between all groups of pupils, especially students eligible for the pupil's premium and others. Ensure rates of progress for other groups such as pupils with special educational needs and disabilities, looked after children and pupils from minority ethnic groups are at least good
- To support each academy to annually review, revise and develop the curriculum so that it represents a diverse culture and society and encourages tolerance and respect

All our school policies should be read in conjunction with this Equality Policy.

**Aims**

We will ensure:

- all staff, governors, young people, parents and carers should know what the school Equality Policy is and what they should do if unlawful discrimination arises. We will publicise our Equality Policy on our website, in annual newsletters, in advertisements for prospective staff and in induction procedures and we will reinforce it in our Behaviour Policy and Anti-Bullying Policy. Visitors and Contractors will also be made aware of our Equality Policy;
- members of the school community will immediately challenge and act on all forms of unlawful discrimination and harassment that are witnessed or reported whosoever the perpetrator may be. Our procedure for policy breaches will be adhered to. Those responsible will be made aware of or reminded of the school's Equality Policy. Sanctions will be applied as judged appropriate and proportionate according to the circumstances and having in mind a positive outcome;
- we aim to make sure that no-one experiences less favourable treatment or discrimination because of their age, disability, ethnicity, colour or national origin, sex, sex identification (they have reassigned or plan to reassign their gender), marital or civil partnership status, being pregnant or having recently had a baby, religion or belief, sexual identity and orientation or special educational needs;
- we shall promote positive attitudes towards individuals or groups of individuals with protected characteristics;
- we will present lessons which are not biased against individuals or groups of individuals with protected characteristics or offensive towards them or which involve negative stereotypes;
- we will use literature that is not biased against individuals or groups of individuals with protected characteristics or offensive towards them or which involve negative stereotypes. Nor will be allow the distribution of such literature/pamphlets;
- we shall monitor the effectiveness and assess the impact of our policies, practices, procedures and service delivery in eliminating unlawful discrimination and harassment;
- we shall continue reviewing our policies, practices, procedures and service delivery to ensure that unlawful discrimination and harassment are eradicated.

**Responsibilities**

**The Principal and Leadership Team responsibilities:**

- ensuring that the school complies with legislation;
- ensuring that the school Equality Policy and its procedures are implemented and followed;
- ensuring that progress is monitored on an annual basis and that the policy is thoroughly reviewed every four years;
- ensuring that the Equality Policy and Accessibility Plan are readily available and that all members of the school community know about them;
- ensuring that all staff know their responsibilities and receive appropriate training and support to carry these out effectively;
- investigating all incidents of bullying and all reported incidents/complaints in which equality is an issue;
- taking appropriate action in cases of harassment and unlawful discrimination;
- ensuring teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice;
- the nomination of a member of staff to be responsible for co-ordination equality issues across the school;
- informing the Multi-Academy Trust.

**Nominated member of staff responsibilities:**

- will be responsible for coordinating equality issues across the school;
- dealing with specific incidents where staff require support or guidance and ensuring they are recorded and reported to the Principal;
- Liaison with the EAL co-ordinator to ensure that pupils for whom English is an additional language are properly supported.

**All staff responsibilities**

- dealing with any prejudice-related incidents;
- recognising and challenging unlawful discrimination, harassment, bias and stereotyping;
- informing the nominated member of staff and Principal and recording the concern using the Equality Concern Report Form for Teaching and Non-Teaching Staff (Appendix 1);
- promoting inclusivity, equal opportunities and good relations and encouraging a collaborative ethos within the classroom;
- supporting pupils in their class for whom English is an additional language;
- using a variety of teaching styles to engage all students;
- selecting suitable resources which motivate and are sensitive to different groups, cultures and backgrounds and considering their own cultural assumptions and bias within their own attitudes;
- keeping up-to-date with equalities legislation relevant to their work;
- taking up training opportunities and evaluating the impact of this training.

Parents, carers and pupils will be aware of the equalities policy and understand and comply with the school's expectations in relation to the equalities duties. Visitors and contractors will be made aware of their responsibility to comply with the school's policy.

**The Curriculum and Teaching**

All our pupils have the opportunity to develop their knowledge, skills, concepts and experiences through participation in an inclusive, challenging, broad and balanced curriculum. We have high expectations of all our pupils and do not make assumptions about ability or areas of interest.
Our teachers have due regard to three key principles: setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning. The curriculum guidance for the Early Years Foundation Stage makes the same commitment to meet the diverse needs of children through: careful planning, appropriate teaching strategies and support and providing a safe environment.

Our Personal, Social, Health and Cultural Education (PSHCE), Relationship Education (RSE) and Religious Education (RE) lessons will enable pupils to develop knowledge and understanding of other cultures, communities and religions. We will develop their ability to engage in dialogue with other faiths, cultures and communities with sensitivity and respect. There are many planned opportunities arising from literacy and humanity topics to discuss equality issues, to challenge stereotyping, discrimination and harassment.

We also encourage children to embrace diversity by celebrating it through events such as Black History Week, Celebrating our Diversity, Different Culture Day and Cultural music workshops. We link our lunch menus to a range of cultural events. We also look for opportunities to include the wider community in aspects of our school life, for instance by inviting older people to take part in celebrations.

Much time and care is put into the identification of children with educational needs, including the more able, and strategies put in place to support their learning. We provide specific support for

pupils for whom English is an additional language. Support may be provided by the teacher and/or other adults that are deployed in class and will focus on the development of reading, writing, speaking, and listening skills. We understand that children need time in which to feel secure and that they may experience a silent period. Children will be given opportunities to use their first language.

**Resources**
We have a wide range of resources to support inclusive teaching and learning. When ordering new resources, we will choose material, which challenges stereotypes and promotes diversity and community cohesion. We will audit resources to eliminate stereotypical images, ensure a variety of resources to model positive images, and show a balanced view of the diverse society of the school, the local community and the wider community. Our displays present positive images of people from all sections of our society. We aim to show a positive portrayal of women and men, people of different ages, physical abilities, races and religions, across the social class spectrum. Dual language resources will be provided as appropriate.

**Physical Ability**
The school welcomes staff and pupils with differing physical abilities within the limitations of the school building and day-to-day practicalities, in compliance with the Disability Discrimination Act (DDA). We will not treat disabled pupils less favourably. We will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education. For more information about how the school meets the needs of children with differing learning or physical abilities, please see our Special Educational Needs Policy and Health and Safety Policy.

**Religion**
We welcome families of any religion and no religion. We do not have a religious designation. Lessons and assemblies give pupils opportunities to learn about a variety of world religions. Pupils are encouraged to accept and respect a variety of religious and cultural views. Displays and resources should reflect the diversity of religions.

**Sexuality**
The school welcomes parents, carers and staff, whatever their sexual orientation. Relationship and Sex Education (RSE) and personal, social and health and cultural education (PSHCE) are an integral part of the curriculum. Homophobic bullying will be challenged. Please see the PSHCE Policy, RSE Policy and Behaviour Policy for more information.

**Mental health and drug/alcohol abuse**
The school is sympathetic to the needs of families with mental health issues or drug or alcohol abuse. Information given to teachers is treated with sensitivity and only passed on to other members of staff who have contact with the child and may need to be aware of a particular home situation.

**Pregnancy or Maternity**
Staff are referred to London Borough of Richmond's Guide for New and Expectant Mothers for further information in relation to specific maternity issues. We carry out risk assessment procedures for new and expectant mothers.

**Breaches of policy**
Any breach of this policy or complaint involving equality issues should be reported to the named member of staff responsible for co-ordinating equality issues using the appropriate incident/grievance report form depending on the nature of the breach.

Breaches of the policy will be dealt with in line with our commitment to meet our legal duties and having regard to the nature of the incident. Staff have initial responsibility for dealing with incidents of harassment and unlawful discrimination and may consult with the named member of staff responsible for coordinating equality issues if guidance or support is needed. All incidents judged to be in breach of the policy are to be recorded (Appendix 1). These records are to be held by the Principal and monitored in line with this policy. All incidents judged to be in breach are to be discussed sensitively with both the victim and the perpetrator in line with the school's aims and values as stated above. Sanctions are to be decided upon by the staff involved in accordance with the school policy and with a positive outcome in mind. The Principal will be informed of incidents of breaches of the policy by staff, parents, visitors and contractors and the incident will be discussed and sanctions imposed in line with the school's commitments as stated above. The leadership team have responsibility for monitoring sanctions. The Principal will report any breach immediately to the Multi-Academy Trust.

**Monitoring and Evaluation**
We will monitor the effectiveness and assess the impact of our policies, practices, and procedures in eliminating unlawful discrimination and harassment and in promoting equality of opportunity. We will use information gathered through monitoring to set targets and to consider and develop strategies to improve any ineffective policies, practices, procedures or service delivery and monitor the impact of our strategies. We monitor pupils by sex, ethnicity and disability in order to meet their educational and pastoral needs and to inform our planning to ensure differentiation and diversity. We use this data to monitor pupils' attainment and progress and to set targets. We use sex, ethnicity and disability data to monitor rewards, sanctions, exclusions and attendance. Equality questions will be built into appropriate school self- review documents and evaluation frameworks. We will report progress annually to the Multi-Academy Trust.

**Equality Objectives from our School Website:**

**EQUALITY AND DIVERSITY**

**EQUALITY DUTY STATEMENT**

**INTRODUCTION**

This document describes how Twickenham Primary Academy intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its pupils and its workforce.

The Public Sector Equality Duty requires our Trust to publish information about Equalities, specifically taking the following groups into account.

**PROTECTED CHARACTERISTICS**

1. Age
2. Disability
3. Sex (gender)
4. Race (ethnicity)
5. Pregnancy and Maternity
6. Religion and Belief
7. Sexual Orientation

8. Transgender
9. Marriage and Civil Partnership

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 are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

**SPECIFIC DUTIES**

The two specific duties of the Public Sector Equality Duty are intended to help schools meet the general duty. They are to:

1. Set Equality Objectives
2. Publish information

Much of the information and analysis will relate to the school improvement plan, evaluations and pupil data – we use this information to improve education for all groups in our academy. We want to make sure we know which pupils are doing well and less well so we can plan and improve. The same applies to our employees.

We work hard to gather this information and it is already being used by our academies to develop their practice and improve outcomes for our pupils. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives.

More information can be found in our Equality Policy below.

**TWICKENHAM PRIMARY ACADEMY EQUALITY OBJECTIVES**

1. To ensure that all staff and governors are aware of current legislation relating to equality and diversity and that all governors and staff understand the Trust's responsibility in this area

2. To monitor and analyse pupil achievement by race, gender and special educational needs or disability and act on any trends or patterns in the data that require additional support for pupils

3. To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our academy communities

4. To raise levels of parental and pupil engagement in learning and academy life, across all activities, including regular attendance to ensure equity and fairness in access and engagement. We will aim to raise aspirations among children and parents and raise awareness of career options for all children, challenging gender stereotypes

5. To promote mental health awareness and develop appropriate interventions where necessary

6. Close gaps in progress between all groups of pupils, especially children eligible for the pupil premium and others. Ensure rates of progress for other groups such as pupils with special educational needs and disabilities, looked after children and pupils from minority ethnic groups are at least good.

7. Monitor the incidence of the use of homophobic, sexist and racist language by pupils in our academies

8. To annually review, revise and develop the curriculum so that it represents a diverse culture and society and encourages tolerance and respect

**Appendix 1**

| **Equality Concern Report Form for Teaching and Non-Teaching Staff** |
|---|
| **Your name:** |
| **Your role in the school** |
| **Date & Time:** |
| **Reported to:** |
| **Were any other adults/pupils present:** |
| **What alerted you to the concern?** |
| **Describe what happened**<br>**(Use quotation marks or he/she said if you are writing the meaning you took from what was said)** |
| **Any other information** |