



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 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 we 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.

Policy Review

This policy will be reviewed every three years unless changes in guidance and legislation require an immediate update.

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

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 (Use quotation marks or he/she said if you are writing the meaning you took from what was said)
Any other information

