



# Equality Policy and Objectives



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| Staff Responsibility    | Mrs. S. Abdulla                |
| Governor responsibility | Kevin Evans                    |

### Why have we developed this Equality Policy?

This Equality statement and objectives for Teagues Bridge Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to

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discriminate against or to devalue any individuals within the community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN convention on the Rights of the Child

Our Equality Policy is inclusive of our whole school community - pupils, staff, parents/carers, visitors, and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- Eliminate discrimination, harassment and victimization;
- Advance equality of opportunity between people with/without those characteristics.
- Foster good relations between people with/without those characteristics.

It explains how we aim to listen to and involve pupils, staff, parents, and the community in achieving better outcomes for our children and young people.

The Primary aim of Teagues Bridge Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognizing their strengths, and encouraging them to achieve their full potential.

Teagues Bridge Primary School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will take reasonable and necessary steps to meet pupil's needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff, and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.

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- We will regularly consider the way in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help pupils understand the value and diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils achieve their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training and promotions to ensure all staff have equal opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for any disabled staff.
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities or those for whom English is not their first language. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the view of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for
- Reporting and following up incidents of prejudice-related bullying. (See bullying and racist incident logs in the Headteachers office).
- We expect that all staff will be role models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the school improvement plan. (See Appendix)
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.

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- We will regularly seek the views of pupils, parents, advisory staff, and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans (See Accessibility policy).
- The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practise.
- Training and awareness sessions will be set out in the school improvement plan.
- The school will consult with stakeholders, i.e., pupil, parents/carers, staff, and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- The school places the policy on its website to show how it is complying with the Public Sector Equality Duty (PSED) (See Appendix) in the Equality Act 2010 and advancing equality of opportunity.
- When drawing up policies, it is best practise to carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. As a minimum, the governing body must consider to what extent a new/revised policy, practise or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should feel the policy, practise or plan could be improved to fulfil the Duties (DCC policies will have already had EIAs carried out).

### Admissions and Exclusions:

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability, or socio-economic factors.

Exclusions will always be based on the school's behaviour policy. We will closely monitor exclusion to avoid potential adverse impact and ensure any discrepancies are identified and dealt with.

### Equal Opportunities for Staff:

This section deals with aspects of equal opportunities relating to the staff at Teagues Bridge Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

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All staff appointments and promotions are made based on merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### Employer duties:

As an employer, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning responsibilities or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring and recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for all staff.
- Senior leadership team to support to ensure quality of opportunity for all.

## Legal Duties

### Equality and the law:

There are a number of statutory duties that must be met by every school in line with the Equality Act (2010).

The action plan at the end of this policy outlines the actions Teagues Bridge Primary School will take to meet the general duties.

### Race Equality:

The Equality Act (2010) requires us to have due regard to the need to:

- Eliminate racial discrimination.
- Promote equality of opportunity.
- Promote good relations between people of different racial groups.

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Under our specific duty we will:

- Prepare an Equality Plan, which includes our written policy for race equality.
- Assess the impact of our policies, including this plan, on pupils, staff and parents by ethnicity including the achievement levels of these pupils.
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

### Disability:

This is also linked to the Schools Special Educational Needs Policy.

The Equality Act 2010 defines disability as when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Some specified medical conditions, HIV, Multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

### Gender Equality:

The Equality Act 2010 places a general and specific duty on schools to eliminate unlawful; discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

### Under our general duty, we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment.
- Promote equality between men and women.

### Sexual Orientation:

The Equality Act 2010 makes provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act 2010 makes discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

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## Community Cohesion:

Community cohesion encompasses promoting good relations between pupils from different races, faiths/beliefs, and socio-economic backgrounds. The duty came into force on 1<sup>st</sup> September 2007.

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- Age- A person of a particular age (e.g., 32-year-old) or a range of ages (e.g., 18-30-year-olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- Disability- A person has a disability if she/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect.
- Gender reassignment- A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing, or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act, but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. (The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).
- Marriage and Civil Partnership- marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- Pregnancy and maternity- Maternity refers to the period of 26 weeks after the birth
- (Including still births), which reflects the period of a women's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

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- Race- A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- Religion and belief- Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- Sex- A man or a woman.
- Sexual orientation- A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristics under the act covers the groups listed below:

- Age
- Disability
- Race
- Sex (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief,
- Sexual orientation
- Marriage and civil partnership (for employees)

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation, or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by

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refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful):

- Direct Discrimination- Less favourable treatment because of a protected characteristic.
- Indirect Discrimination- A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- Harassment- Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g., customer or contractor) in the employment context.
- Victimisation- Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- Discrimination arising from disability- treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- Gender re-assignment discrimination- Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave.
- Pregnancy/ maternity related discrimination- Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- Discrimination by association or perception- For example, discriminating against someone because they 'look gay', or because they have a gay brother; discriminating against someone because they care for a disabled relative.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are

- Publish equality information ~ to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify any child).
- Prepare and publish equality objectives. To do this we will collect data related to the protected characteristics above and analyse this data to determine the focus for our equality objectives. The data will be assessed across our core provision as a school. This will include the following functions:

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- o Admissions
- o Attendance
- o Attainment
- o Exclusions
- o Prejudice related incidents

Our objectives will detail how we ensure equality is applied to the services listed above however we find evidence that other functions have a significant impact on any group we will work within this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN convention on the Rights of the child, the UN convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- Recognizing and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention, and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation, and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).

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3. Foster good relations between people (tackle prejudice and promote understanding).

*In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.*

### TACKLING DISCRIMINATION

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated with the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; to support the full range of diverse needs according to a pupils individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to the class teacher/headteacher where necessary. All incidents are reported to the headteacher via CPOMS. Racist incidents are also reported to the governing body and local authority via IRIS.

#### What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation, or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments.

A racist incident is defined by Stephen Lawrence Inquiry report (1999) as:

*'Any incident which is perceived to be racist by the victim or any other person'.*

#### Types of discriminatory incident

Incidents that can occur:

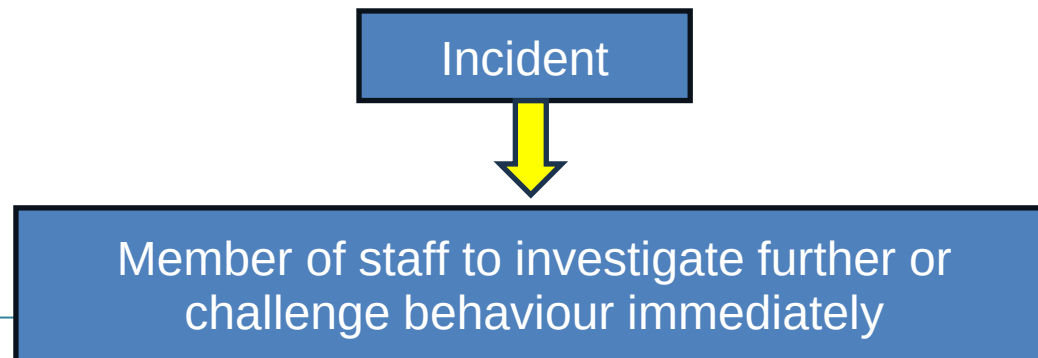
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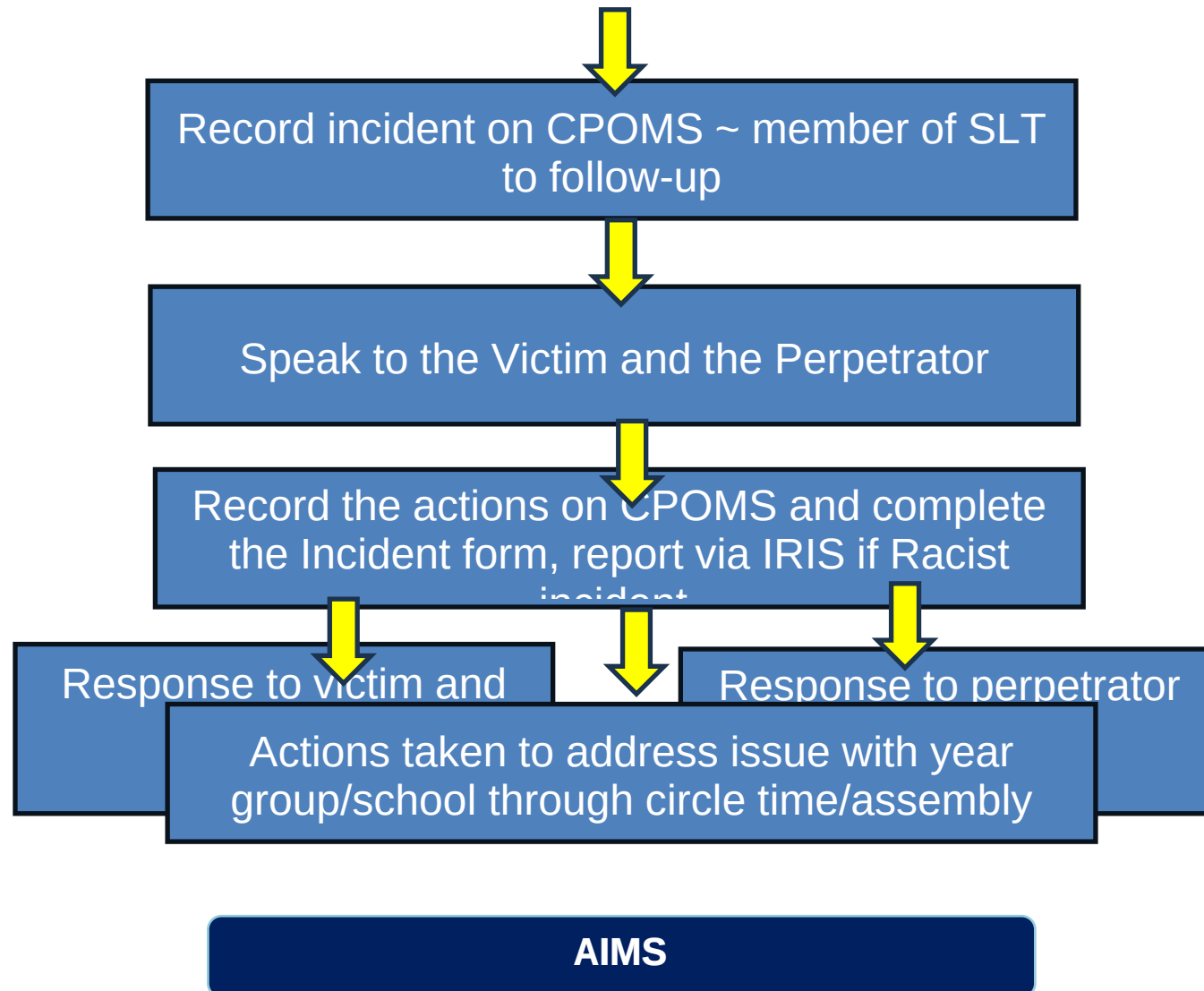
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults, and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organizations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to cooperate with other people on grounds of race, gender, disability or sexual orientation.
- Discriminatory comments pasted on social network sites.

### Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting is outlined below:





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- To eliminate discrimination, harassment, and victimization.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Our school is committed to equality. Therefore:

- We do our best to ensure that everyone is treated fairly and with respect.
- We make sure the school is a safe, secure, and stimulating place for everyone.
- We recognize that people have different needs, and we understand that treating people equally does not always involve treating them the same.
- We recognize that for some pupils' extra support is needed to help them achieve and be successful.
- We do our best to make sure that people from different groups are consulted and involved in our decisions, for example through talking with pupils and parents and carers, and through our school council.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

We seek to embed equality of access, opportunity, and outcome for all members of our school community, within all aspects of school life.

### Key concepts

We actively seek out opportunities to embrace the following key concepts:

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- Shared Humanity. Identify commonality and shared values, aspirations and needs underpin our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and looks for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognize that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social Cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

### Policy Commitments

#### **Promoting equality ~ CURRICULUM:**

We aim to provide all our pupils with the opportunity to succeed. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;

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- The promotion of attitudes and values celebrate and respect diversity and challenge discriminatory behavior and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities, and lifestyles.

### **ACHIEVEMENT:**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognize that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils;
- All pupils are actively encouraged to engage fully in their own learning.

### **THE SCHOOL VISION**

Our vision for all members of the school community to reach their potential in a supportive, safe and happy environment. The teaching and support staff are a committed team who work together to create a calm atmosphere, so children feel secure and valued. The school prides itself on providing a creative practical and engaging curriculum with memorable experiences and opportunities to innovate. All adults have high expectations of themselves and the children. No obstacles are too big for our children. They rise to the challenges set for them and achieve well. Relationships are built on trust, where families are willing to participate in the life of the school and work in partnership in relation to their child's well-being; development and learning.

The school is committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. The adults in school create a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage, or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and this creates a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our high expectations.

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We recognise that equality will only be achieved by the whole school community working together ~ our pupils, staff, governors and parents in particular.

Throughout this statement, 'Parents' can be taken to mean mothers, fathers, carers and other significant adults responsible for caring for a child.

### **THE ETHOS and CULTURE of the SCHOOL:**

- At Teagues Bridge Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors with disabilities;
- Provision is made to cater for cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupil's views are actively encouraged and respected. Pupils are given an effective voice, through school council, pupil surveys and regular opportunities to discuss learning and life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

### **The SCHOOL is COMMITTED to:**

- Dealing firmly with any incidents of discrimination, harassment and victimization
- Enabling equality of opportunity to access the school curriculum, extra-curricular activities, resources, staff vacancies, training opportunities etc.
- Recognising the value of a diverse and inclusive school community
- Ensuring that staff and pupils within school operate within the requirements of equality legislation and deal firmly with breaches of this statement and its principle through pupil and staff discipline procedures
- Ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted.

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## **STAFF RECRUITMENT and PROFESSIONAL DEVELOPMENT:**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality of opportunity;
- Steps are taken to encourage people from under-represented groups to apply at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

## **COUNTERING and CHALLENGING HARASSMENT and BULLYING:**

- The school counters and challenges all types of discriminatory behavior and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying and has a nominated member of staff responsible for recording and monitoring incidents, this is the head teacher Mrs. Abdulla.
- The school reports to governors and LA on an annual basis the number of racial/prejudice incidents recorded in the school.

The school is opposed to all forms of prejudice and we recognize that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately, every incident is taken seriously and fully investigated.

## **PARTNERSHIPS with PARENTS/CARERS and the WIDER COMMUNITY:**

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- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. Gypsy, EAL, Roam and Traveler or pupils with disabilities are made to feel welcome.

### Responsibilities for the Policy

In our school, all members of the school community have a responsibility for promoting equality

**The Governing Body** has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable;
- The actions, procedures and strategies related to the policy are implemented;
- The designated equalities governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents. Rose Gregory is equalities governors.
- Involve and engage the whole community in identifying and understanding equality barriers.
- Monitoring progress towards achieving equality objectives.
- Publish data and equality objectives

**The headteacher and Senior Leadership team** has responsibility for:

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- Implementing the school's Equality Policy supported by the governing body
- Ensure all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy schemes;
- Co-coordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Take appropriate action in response to any prejudice-related incidents.
- Involve and engage the whole community in identifying and understanding equality barriers.
- Monitoring progress towards achieving equality objectives.
- Publish data and equality objectives
- Ensure that all appointments panel give due regards to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- To promote the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- Ensure that all the school community receive adequate training to meet the need of delivering equality, including pupil awareness.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
- Treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

**All school staff** have responsibility for:

- The implementation of the school's equalities policy and schemes.
- Ensure all pupils are treated fairly, equally and with respect
- To strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- Challenging any incidents of prejudice, racism, homophobia, and record any incident, drawing their attention to the headteacher and SLT

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- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation, or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.
- Deliver the right outcomes for pupils
- Uphold the commitment made to pupil and parents/carers on how they can be expected to be treated.
- Deliver an inclusive curriculum
- Ensure they are aware of their responsibility to record and report prejudice related incidents.

**All Parents** have responsibility for:

- Taking an active part in identifying barriers for the school community and in informing the governing body/headteacher of actions that can be taken to eradicate these
- Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

**All Pupils have** responsibility for:

- Supporting the school to achieve the commitment made to tackling inequality
- Uphold the commitment made by the headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated
- Refraining from engaging in discriminatory behaviour or any other behaviour that contravenes this policy

### Implementation, monitoring and reviewing

This policy was reviewed in February 2024. It will be actively promoted and disseminated. This will be done via the school's website, in the school's prospectus and hard copies made available for parents. All school staff will have a copy to read and must ensure they sign to say they have done so.

Implementation, monitoring and review are the responsibility of the senior leadership team and our governors who have agreed and published this policy which sets out our priorities and supports these specific and measurable objectives.

## Equality Policy and Objectives

We will report annually on the policy and analyses whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups. This will be reviewed by the equalities working groups and updates communicated via the school's newsletter.

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 2 years. See section attached.

### **EQUALITY Action Plan : 2025-2026**

| Equality Strand | Protected characteristics | Aim                                                                                 | Objective                                                                                                             | Target Group                 | Action                                                                                                                                                                                          | Who's responsible? | Date        | Success Criteria                                                                                                                                              |
|-----------------|---------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Equality act    | All 9                     | To fulfil the duty to report racist incidents and publication of the Equality plan. | To publish and promote the equality objectives through the school website, newsletter and Friday briefing with staff. | Parents<br>Children<br>Staff | Upload action plan to the website.<br>Monthly section of the newsletter linked to equality and Diversity.<br>Section on briefing every Friday ~ staff can comment on their duty during the week | Everyone           | Summer 2024 | All staff are familiar with the equality objectives and use these when planning.<br>Parents are aware of the Equality objectives ~ signposted in the website. |

## Equality Policy and Objectives

|                    |                                    |                                                                                                                                                             |                                                                                                                                                                                  |                |                                                                                                                                                                                                                      |                                     |             |                                                                                                                                                 |
|--------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| All                | All                                | To promote equality and diversity                                                                                                                           | To ensure that children have respect for all diversity groups.                                                                                                                   | Children       | To ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity and the community diversity in terms of race, gender and disability. | RE and PSHE lead                    | Autumn 2024 |                                                                                                                                                 |
| Disability Act     | Disability                         | To ensure there are high levels of attendance for pupils in receipt of PPG and pupils with SEND.                                                            | To ensure PPG and SEND groups attendance with be in line with the National average.                                                                                              | PPG SEND       | PPG and SEND groups to be monitored every 3 weeks along with their attainment.                                                                                                                                       | Head Attendance Champion SENDCO     | Spring 2024 | PPG attendance is in line with their peers.<br>SEND attendance is in line with their peers.                                                     |
| Equality Act       |                                    | To improve the attainment and progress of children in receipt of PPG by ensuring that interventions meet their needs.                                       | To ensure that PPG groups perform in line with their peers in Maths.                                                                                                             | PPG            | Invite PPG children from year 5 to 1:1 tuition twice a week.                                                                                                                                                         | SENDCO Head Assistant head GG TJ KM | Spring 2024 | The gap will be closing in Maths between PPG and non-PPG.                                                                                       |
| Race Equality Duty | Race/religion or belief/disability | To ensure any inappropriate language towards one of the protected characteristics is dealt with in line with the behaviour policy and anti-bullying policy. | To ensure all children and staff understand that certain words and terms can be offensive.<br>To ensure children are aware of the consequence when using inappropriate language. | Staff Children | To ensure racist comments are recorded via IRIS.                                                                                                                                                                     | Headteacher DSL's SLT               | ongoing     | Teaching staff are aware of and respond to racist, homophobic, etc. incidents.<br>Consistent nil reporting is challenged by the governing body. |

## Equality Policy and Objectives

|                                 |      |                                                                               |                                                                 |      |                                                                                                                                                     |                                             |             |                                                |
|---------------------------------|------|-------------------------------------------------------------------------------|-----------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------|------------------------------------------------|
| Advance equality of opportunity | Boys | To ensure that 90% of boys achieve ARE in reading, writing and by summer 2024 | Boys are on track to achieve ARE in reading, writing and Maths. | boys | Monitor the number of books boys are reading and the progress they are making in reading assessments.<br>Monitor boys writing books and Maths books | Literacy coordinat or<br>Maths coordinat or | Summer 2024 | The gap between boys and girls is diminishing. |
|---------------------------------|------|-------------------------------------------------------------------------------|-----------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------|------------------------------------------------|

## **TEAGUES BRIDGE PRIMARY SCHOOL ~ EQUALITIES INFORMATION**

## Equality Policy and Objectives

Teagues Bridge School has used the following process to assist them in identifying some of the barriers to our pupils in accessing educational provision.

### Understanding Our School Community ~ Pupils

What is the school profile?

273

- How many children are on roll at the school?
- What information on pupils is collected by protected characteristics?

| Ethnic Categories          |      |    |                        |      |    |                           |      |    |
|----------------------------|------|----|------------------------|------|----|---------------------------|------|----|
| Afghan                     | OAFG | 1  | Indian                 | AIND | 14 | White and Asian           | MWAS | 6  |
| Any other Asian Background | AOTH | 1  | Kurdish                | OKRD | 3  | White and Black African   | MWBA | 1  |
| Any other White Background | WOTH | 1  | Other Asian            | MWAO | 2  | White and Black Caribbean | MWBC | 7  |
| Bangladeshi                | ABAN | 1  | Other Mixed Background | MOTH | 1  | White Easter European     | WEEU | 1  |
| Black-African              | BAFR | 10 | Other Pakistani        | APKN | 1  | White European            | WEUR | 29 |

## Equality Policy and Objectives

|                                           |             |          |                            |             |            |                    |             |          |
|-------------------------------------------|-------------|----------|----------------------------|-------------|------------|--------------------|-------------|----------|
| <b>Black - Ghanaian</b>                   | <b>BGHA</b> | <b>1</b> | <b>Other White British</b> | <b>WOWB</b> | <b>1</b>   | <b>White Other</b> | <b>WOTW</b> | <b>1</b> |
| <b>Chinese</b>                            | <b>CHNE</b> | <b>1</b> | <b>White-British</b>       | <b>WBRI</b> | <b>186</b> | <b>Refused</b>     | <b>REFU</b> | <b>3</b> |
| <b>Chinese and Any Other Ethnic Group</b> | <b>OOTH</b> | <b>1</b> | <b>White-English</b>       | <b>WENG</b> | <b>2</b>   |                    |             |          |

| <b>Disability Categories</b>       |            |                                    |           |                                 |          |
|------------------------------------|------------|------------------------------------|-----------|---------------------------------|----------|
| <b>Not collected</b>               | <b>/</b>   | <b>Needs medication</b>            | <b>20</b> | <b>Other disability problem</b> | <b>0</b> |
| <b>No disability</b>               | <b>242</b> | <b>Problems with incontinence</b>  | <b>0</b>  |                                 |          |
| <b>Problems with mobility</b>      | <b>0</b>   | <b>Problems with communication</b> | <b>3</b>  |                                 |          |
| <b>Problems with hand function</b> | <b>0</b>   | <b>Problems with hearing</b>       | <b>1</b>  |                                 |          |
| <b>Problems with personal care</b> | <b>1</b>   | <b>Problems with vision</b>        | <b>3</b>  |                                 |          |

|                                          |          |                                    |          |  |  |
|------------------------------------------|----------|------------------------------------|----------|--|--|
| <b>Problems with eating and drinking</b> | <b>3</b> | <b>Problems with ASD/Aspergers</b> | <b>2</b> |  |  |
|------------------------------------------|----------|------------------------------------|----------|--|--|

| <b>Gender</b> |            |
|---------------|------------|
| <b>Girls</b>  | <b>133</b> |
| <b>Boys</b>   | <b>142</b> |

| <b>SEND</b>         | <b>%</b>    | <b>Actual No</b> |
|---------------------|-------------|------------------|
| <b>EHCP</b>         | <b>0.7%</b> | <b>2</b>         |
| <b>SEND support</b> | <b>12%</b>  | <b>33</b>        |

| <b>Religion and Belief</b> |           |                    |           |                  |           |
|----------------------------|-----------|--------------------|-----------|------------------|-----------|
| <b>Christian</b>           | <b>48</b> | <b>Catholic</b>    | <b>15</b> | <b>Methodist</b> | <b>1</b>  |
| <b>COE</b>                 | <b>6</b>  | <b>Sikh</b>        | <b>12</b> | <b>Muslim</b>    | <b>15</b> |
| <b>Hindu</b>               | <b>3</b>  | <b>No religion</b> | <b>65</b> | <b>Unknown</b>   | <b>2</b>  |

## Equality Policy and Objectives

|                            |          |                           |          |  |  |
|----------------------------|----------|---------------------------|----------|--|--|
| <b>Jehovah<br/>Witness</b> | <b>1</b> | <b>Other<br/>religion</b> | <b>4</b> |  |  |
|----------------------------|----------|---------------------------|----------|--|--|

**Teagues Bridge Primary staff abide by the recommendations and rulings in this policy and actively work hard to ensure that diversity is celebrated and not discriminated against.**

**Appendix**

# Equality Policy and Objectives

## Definitions

**Equality-** This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may be treated differently in order to achieve an equal outcome.

**Inclusive-** Making sure everyone can participate, whatever their background or circumstances.

**Diversity-** Recognising that we are all different. Diversity is an outcome of equality and inclusion.

**Cohesion-** People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging.

Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

**Community-** From the school's perspective, the term "community" has a number of meanings:

The school community- the students we serve, their families and the school's staff.

The community within which the school is located- in its geographical community, and the people who live and/or work in that area.

The community Britain ~ all schools by definition are part of it.

The global community ~ formed by European and International links

**Gender Dysphoria** ~ Gender dysphoria is a recognized condition in which a person feels that there is a mix match between their biological sex and gender identity.

# Equality Policy and Objectives

## Equality website statement

**EQUALITY - Everyone is treated equally and fairly at our school**

**We comply with the recommendations of the 2010 Equality Act and the DfE Equality Act Guidance (October 2012) also PSED compliance.**

There are two specific duties; these are that schools should:

- publish information which shows compliance with the Public Sector Equality Duty (PSED) and
- publish at least one equality objective.

## **The Public Sector Equality Duty (PSED)**

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools and which extends to all protected characteristics e.g. race, disability, religion. It has three main elements. In carrying out their functions, schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Senior Leaders in our school are aware of the duty to have “due regard” when making a decision or taking an action and assess whether it may have implications for people with particular protected characteristics.

## **Homophobic and Transphobic bullying**

## Equality Policy and Objectives

School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the RSE curriculum about different types of families and are encouraged to accept all. All staff and parents are aware that homophobic and transphobic bullying are reportable offences. In the event of any such bullying school would record the incident in the bullying incident log and inform all parents involved.

We consider equality implications before and at the time that we develop policy and take decisions, and we keep them under review on a continuing basis.

We record our Equality decision making in a logbook and review our practice with Governors on a regular basis.

### **Equality Target**

Our equality target is to;

- To track the progress of all pupils and vulnerable groups to ensure appropriate progress is maintained.
- To maintain and accelerate the progress of pupils receiving Pupil Premium funding and ensure that Pupil Premium expenditure continues to have a positive impact on outcomes for those pupils targeted.
- To ensure that there are high levels of attendance for all pupil groups with an emphasis on pupils in receipt of the pupil premium grant (PPG) and pupils with SEND.
- To always promote equality and diversity at Teagues Bridge through all areas of school life.