



Osborne
Co-operative Academy Trust



Equality Policy

Thameside Primary School

Last reviewed: December 2020

Next review date: December 2022

Osborne Co-operative Academy Trust Schools

Osborne Co-operative Academy Trust (formerly St Clere's Co-operative Academy Trust) is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

Statement/Principles

Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy is the Headteacher, alongside the local governing committee with the support and guidance from The Osborne Trust. They are responsible for:

- Providing updates on equalities legislation and the Academy's responsibilities in this regard;
- Working closely with the lead governor responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy from different groups, e.g. Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and those entitled to the Pupil Premium, in the following recommended areas:
 - Pupils' progress and attainment
 - Teaching and learning
 - Behaviour, discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement

 - Participation in extra-curricular and extended academy activities
 - Staff recruitment and retention
 - Visits and visitors

Policy commitments/objectives

Promoting equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. 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 academy;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

Promoting equality: 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 recognise that:

- Adults in the academy 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 academy and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs, disability and disadvantage;
- A range of teaching methods to be used throughout the academy to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

Promoting equality: Ethos and culture

- At Thameside Primary School, we are aware that those involved in leadership of the academy community are instrumental in demonstrating mutual respect between all members of the academy community;
- There should be a feeling of openness and tolerance which welcomes everyone to the academy;

- The pupils are encouraged to greet visitors to the academy with respect;
- The displays around the academy will be of a high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities, wherever possible;
- Provision is made for the cultural, social, moral and spiritual needs of all pupils through the planning of worship, classroom based and off site activities;
- Pupils are given an effective voice, for example through a School Council and through pupil surveys, which regularly seek their views;
- Positive role models are used throughout the academy to ensure that different groups of pupils can see themselves reflected in the academy community.

Promoting equality: 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, linked to safeguarding and safer recruitment practices and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Promoting equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and local governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents (Headteacher);
- The school reports to local governors (termly) and Osborne Trust (annually) the number of prejudice related incidents recorded in the academy.

Promoting equality: Partnerships with parents/carers and the wider community

Thameside School aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the academy;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

In October 2010 the Equality Act came in force and introduced the term ‘protected characteristic’ to refer to aspects of a person’s identity explicitly protected from discrimination. Nine are identified:

- | | |
|---|--|
| <ul style="list-style-type: none">– Race– Disability– Gender– Age– Sexual orientation | <ul style="list-style-type: none">– Religion and belief– Gender reassignment– Pregnancy and maternity– Marriage and civil partnership |
|---|--|

Responsibility for the policy

In our school, all members of the school community have a responsibility for the promotion of equalities

The Local Governing Committee has a responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the academy community;
- The schools equality policy is maintained and updated regularly; and that equality objectives are easily identifiable;
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Local Governor will have an overview, on behalf of the local governing committee, 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

The Headteacher and senior leadership team have a responsibility for:

- In partnership with the Local Governing Committee, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and action plan;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to diversity incidents, discrimination against persons with a disability and sexual harassment and discrimination

All staff have responsibility for:

- The implementation of the school's equalities policy and action plans;
 - Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
 - Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010;
- Keeping up to date with equalities legislation by attending training events organised by the school, Osborne Trust or recognised training provider.

Ethos and organisation

We will ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Equality objectives

1

Focus	Objectives	Actions	Resources	Success Indicator
Vulnerable pupils	Pupils in all vulnerable cohorts make at least expected progress from KS1 to KS2. To assess progress of vulnerable cohorts more effectively providing them with the necessary and needed support to achieve expected levels at every stage of their school career	Identify slow rates of progress from regular assessment analysis looking at all vulnerable cohorts. Provide individual programmes of learning to support vulnerable children.	Staff time to monitor progress and attainment across the vulnerable groups.	For DFE data to show that value add (VA) is above national, for the majority of the following groups: Gender, Pupil Premium Group, English as an Additional Language, and Special Educational Needs and Disability over the three year trend. A large majority (85-100%) to achieve expected levels.
All protected characteristics	To ensure that children and staff recognise that discrimination on the basis of: Religious belief, colour, ethnicity, learning difficulty, mental or physical disability, gender, sexual orientation, age or social class IS NOT ACCEPTABLE	Annual training for all staff at the start of term. Policies to be available and awareness raised throughout the year Curriculum to challenge all prejudice and community links made to strengthen understanding of different groups.	Annual training as part of safe guarding, prevent etc.	% of incidents reduces with & of repeat offenders reduced term on term. Staff demonstrate confidence in dealing with questions and seize all opportunities to address all discrimination.

All protected characteristics	To ensure the curriculum and displays promote role models young people can positively identify with, which reflects the school's diversity in terms of race, gender, disability and other groups. Further extending links with community, cultural, national & international events.	Appropriate diversity reflected in school curriculum and displays across all year groups Range of multi-cultural experiences integrated into the curriculum with first-hand opportunities to meet people of different ethnic backgrounds / faiths.	Unknown costs of visitors into school	Increase in pupils' participation, confidence and achievement levels remain high as judged by School evaluation form(SEF) Pupils have enhanced respect for other cultures and their own, appreciating the diverse range of cultures in Britain and the world
Age	To positively model and promote the value of older people in our society.	Maintain the strong links the intergenerational project and Community forum		Children will value older people in our society & recognise the contribution that they have made.
Sexual Orientation	To eliminate homophobic language and prejudices amongst the children and community.	Staff training on recognising and tackling homophobic behaviour and language. Key Stage Two assemblies directly relating to different types of bullying Newsletter articles to support parent/carer understanding of types of bullying	No cost	% of incidents reduces with & of repeat offenders reduced term on term. Staff demonstrate confidence in dealing with questions and seize all opportunities to

				address all discrimination.
Race	Race Equality Duty: Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.	Information is shared and reported as required Staff aware of racial incidents forms Headteacher completes annual racial incidents return Racial incidents successfully identified and acted upon	No cost	% of incidents reduces with & of repeat offenders reduced term on term
Disability	Children are seen as individuals and each child's education and care is to be developed in direct relation to their needs and abilities. This eclectic approach is to be based upon sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions, and behavioural methods, medical and diagnostic issues.	To continue to operate the Speech & Language link provision, ensuring that it uses best practice in provision and integration To be open and welcoming to all pupils and parents with disability; making arrangements where possible to accommodate them practically	Cost of Speech link and Language link Resources dependent on the type of disability the child or parent has	All parents, children/stakeholders feel welcomed into the school and any areas that require updating to accommodate them are changed to ensure equality

