



Equality policy and Equality objectives



Next review date: November 2020

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.

Thameside Primary School Equality Policy

Governors' Statement

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.

Guiding principles

Our policy is designed to take account of the protected characteristics recognised under the Equality Act 2012.

Currently these are:

Age
Disability
Gender Reassignment
Marriage and Civil Partnership
Pregnancy and Maternity
Race
Religion and Beliefs
Sex
Sexual Orientation their background or protected characteristics

In fulfilling the legal obligations cited above, the Trustees of Osborne Cooperative Academy Trust and the Governors of Thameside Primary Academy are guided by nine principles:

1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their academic abilities

2: We recognize, respect and celebrate difference.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities will not discriminate but will nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or
- national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- all sexual identities.

7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- all sexual identities.

8: We base our practices on sound evidence

We maintain, monitor and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender and will make adjustments to the policy as appropriate.

9: Objectives

We will formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved, in relation to:

- disability
- ethnicity, religion and culture
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference. Accordingly, every three years we will draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify will take into account national and local priorities and issues, as appropriate. We will keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We will keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

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.

Addressing prejudice and prejudice-related bullying

Thameside Primary is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

Types of discriminatory incidents that can occur are:

- 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 organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of a protected characteristic - e.g. race, gender, disability or sexual orientation.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member (Mike Fall) of the governing body has a watching brief regarding the implementation of this policy.

The Role of Governors

The governing body has set out its commitment to equal opportunities/diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on their various backgrounds and protected characteristics. The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of any protected characteristic.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive and clear as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's background or protected characteristics.

The governing body ensures that no child is discriminated against whilst in our school on account of their background or protected characteristics.

The Role of the Head teacher

It is the Head teacher's role to implement the school's Equality Scheme and they are supported by the governing body in doing so.

It is the Head teacher's role to ensure that all staff are aware of the Equality Scheme, and that teachers apply these guidelines fairly in all situations.

The Head teacher ensures that all appointments panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment, promotion, communication, training and development opportunities or day-to-day activities.

The Head teacher promotes the principle of equal opportunity/diversity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The Role of all Staff

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality/Diversity Policy.

All staff will strive to provide material that gives positive images based on race, gender, disability and other protected characteristics and challenges stereotypical images.

All staff will challenge any incidents of prejudice/discrimination (including racism or homophobia) and record any serious incidents, drawing them to the attention of the Head teacher.

Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Information and resources

We will ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We will ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Date approved by the Governing Body:

Thameside Primary Equality Objectives

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. – Equity staff training (Andrew Moffat Sept 2019 £75) – costed in curriculum action plans	% 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	£500	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	No cost	% of incidents reduces with & of repeat offenders reduced term on term. Staff

		Newsletter articles to support parent/carer understanding of types of bullying		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