



# **Equality Statement**

## **2022-2026**

## Legal framework

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
4. In fulfilling the legal obligations cited above, we are guided by nine principles:

### **Principle 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;
- and whatever their sexual identity.

### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must 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;
- and sexual identity.

### **Principle 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 nondisabled 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;
- and mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic/ transphobic harassment.

### **Principle 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;
- and whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 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;
- and people of different sexual orientation.

**Principle 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;
- and people of all sexual orientations.

We seek stakeholder voice through discussion and surveys which take place each academic year.

**Principle 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;
- and people of all sexual orientations.

**Principle 8: We base our practices on sound evidence**

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

- disability;
- ethnicity, religion and culture;
- and gender.

**Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability;
- ethnicity, religion and culture;
- and gender.

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.
6. Accordingly, we draw up action plans within the framework of the overall academy development plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.
7. We keep our equality objectives under review and report annually on progress towards achieving them.
8. **The curriculum** - We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.
9. **Ethos and organisation** -We 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;
  - and working with the wider community.
10. **Addressing prejudice and prejudice-related bullying**-The school is opposed to all forms of prejudice including:
  - prejudices around disability and special educational needs;
  - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
  - and prejudices reflecting sexism and homophobia.

Staff are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

# 11. 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 of the governing body has a watching brief regarding the implementation of this policy.

The principal is responsible for:

- implementing the policy;
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support;
- for taking appropriate action in any cases of unlawful discrimination
- and the day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom and deal with any prejudice related incidents that may occur;
- plan and deliver curricula and lessons that reflect the principles stated above;
- support pupils in their class for whom English is an additional language;
- and keep up-to-date with equalities legislation relevant to their work.

**12. Information and resources** - We 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 including the National College.

**13. 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. The school is a Church of England School and as such may apply religious criteria when recruiting or dismissing any member of their teaching staff in accordance with the employment exceptions for schools with a religious character as set out in the Equality Act 2010.

**14. Staff development and training** - We 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.

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

**16. Monitoring and evaluation** -We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. 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.

### St Thomas CofE Primary Academy Equality Objectives 2022-2026

Targets	Success Criteria	Actions	Monitoring	Timescale
All pupils have equal access to all extra-curricular activities or opportunities to represent the school	There after school clubs on offer There are a good balance of chargeable and free clubs on offer	Leader to create termly timetables Staff to maintain registers and submit termly to Leader Attendance summary presented to SLT termly.	Register checks/report to Principal and Gov body	Termly
Pupils receiving free school meals have attendance rates of above 96%	Daily register checks ensure first day contact with all pupils 2 week register checks demonstrate improving attendance for FSM pupils	Safeguarding lead to monitor attendance of this group every 2 weeks Contact families and offer relevant support and signposting as required	Principal to monitor termly. Report to Governors via principal's Report	2 weekly Termly
External enrichment and sporting activities are attended by pupils from all relevant groups. (SEND, DA, EAL)	Children from broader range of relevant groups attend activities at other local schools, visits, leisure centre to represent our school.	PE lead to scrutinise selection and attendance for events to ensure breadth and equality of opportunity.	Lead analyse provision and report to LT	Termly
Continue to promote positive images which reflect the diversity of the world community in terms of race, gender and disability and the remaining protected characteristics, where applicable.	Classroom/corridor displays celebrate diversity Assembly themes celebrate diversity and challenge stereotypes. RE/PHSRE curriculum provides evidence of tackling equality issues Spiritual development opportunities are built into the curriculum	Worship lead to ensure assembly themes promote diversity and equality topics RE/PHSRE Leaders to complete annual audit/review planning/books/pupils report to the Gov body annually	Leadership team	Annually
The attainment gap between DA and NDA pupils	Curriculum provision is well matched to the need and learning styles of pupils.	Review curriculum design to promote increased writing opportunities.	SLT/Link gov	Half-termly

in writing is beginning to close in all year groups.	Intervention, formal and informal, is rapidly in place and clear impact is evident. Cross curricular links promote the acquisition and mastery of writing skills. Increase number of sustained writing opportunities evident DA progress is accelerated in writing.	Ensure writing expectations are consistent across the whole curriculum and school. Non negotiables for writing are embedded in ALL classes- offer CPD etc		
Lower ability pupils are well supported to make clear gains in their writing skills, knowledge and understanding.	Writing tool kit is used as a diagnostic tool. Writing tool kit is used to effectively scaffold learning LA pupils' books indicate a writing curriculum precisely matched to need	Staff training on EEF findings and meta cognition. Roll out writing tool kit, review and refine as required	SENCO and English lead	Termly
Parents are able to support their child's learning in an informed and appropriate manner.	Parents have electronic and face to face resources to support them in their own knowledge of the NC requirements and teaching methodology in an accessible manner	A wide range of workshops are offered to targeted audiences via personal invites Website has a variety of clips/leaflets modelling examples of written calculations etc	All Staffs-Tech SENCO and assistant SENCO	Termly