

Equality information and objectives

Tewkesbury C of E Primary School & Pre-School



Approved by:	Governing Board
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Where the terms 'organisation' or 'school' are used throughout this policy, they include Tewkesbury C of E School and Tewkesbury C of E Pre-School. They also include the school's own extended services of Breakfast Club and Afterschool Club.

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Tewkesbury C of E Primary School Equality Plan

1. Mainstreaming Equality into Policy and Practice

At Tewkesbury C of E Primary School, we actively promote equality of opportunity in all our day-to-day practices. In line with our ethos of inclusivity and respect, we aim to provide all our pupils with the opportunity to succeed and reach their highest level of personal achievement. Our approach is guided by the following principles:

Teaching and Learning:

We are committed to providing an inclusive and enriching educational experience for all pupils. To achieve this, we will:

- Use contextual data to improve the support we provide to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender, disability, and other characteristics to identify and address any gaps in achievement.
- Ensure all pupils have access to an engaging curriculum that prepares them for life in a diverse society.
- Set challenging targets and account for the progress of all pupils when planning for future learning.
- Use resources that reflect the diversity of our school, local community, and society at large, and avoid stereotypes based on race, gender, disability, or any other factor.
- Promote attitudes that challenge discriminatory behaviour and prejudice, fostering an environment of respect.
- Provide opportunities for pupils to appreciate their own culture while celebrating the diversity of others.
- Encourage parental involvement in supporting pupils' education to enhance the link between home and school.
- Engage in regular discussions around equality issues with staff and pupils, focusing on social stereotypes, expectations, and their impact on learning. This includes adopting inclusive teaching approaches that reflect the diversity of our school population.

Admissions and Exclusions:

Our admissions procedures are fair, transparent, and non-discriminatory. We do not discriminate based on race, sexual orientation, gender, disability, or socio-economic factors.

- Suspension and exclusion decisions will always be made in accordance with the school's Behaviour Policy.
- We will monitor suspensions and exclusions closely to identify any potential adverse impacts on particular groups of pupils and take steps to address any discrepancies.

2. Equal Opportunities for Staff

At Tewkesbury C of E Primary School, we are committed to ensuring equality of opportunity for all staff members. This includes monitoring, supporting, and promoting equality in every aspect of staffing and employment.

Employer Duties:

As an employer, we are committed to eliminating discrimination and harassment, and actively promoting equality across all groups within our workforce. This commitment is reflected in our employment practices, where:

- All staff appointments, promotions, and career development opportunities are based on merit, ability, and in compliance with the law.
- We aim to reflect the diversity of our community in the staffing of the school.
- We provide equal opportunities for all staff, considering equality aspects such as gender, race, disability, sexual orientation, gender reassignment, and religion when appointing staff or allocating Teaching and Learning Responsibilities (TLRs).
- We ensure staff decisions, such as re-evaluating staff structures, are free of discrimination.

Actions to Ensure Equality:

To meet our commitment to equal opportunities for staff, we will:

- Regularly monitor recruitment and retention of staff, ensuring there is no bullying or harassment based on any protected characteristic.
- Provide ongoing professional development opportunities to all staff.
- Ensure continued support for all staff from the headteacher and leadership team to guarantee equality of opportunity.

3. Equality and the Law

This document is fully in compliance with the Equality Act 2010 and the associated Specific Duties Regulations 2011, ensuring our practices meet the public sector equality duty and we actively eliminate discrimination and promote equality. The legislation covers the following areas:

- **Equality Act 2010:** Protects individuals from discrimination based on race, gender, disability, sexual orientation, gender reassignment, age, religion, and belief.
- **The Equality Act 2010 (Specific Duties) Regulations 2011:** Requires schools to publish information showing how they comply with the public sector equality duty and demonstrate their commitment to equality objectives.

This document also reflects the Department for Education (DfE) guidance: *The Equality Act 2010 and schools*. The objectives outlined at the end of this document highlight the actions Tewkesbury C of E Primary School will take to meet these duties.

4. Roles and Responsibilities

The Role of Governors

- The governing board has committed to ensuring equal opportunities in all areas of school life and will continue to actively support efforts to make the school fully inclusive, addressing the needs of pupils based on race, gender, and disability.
- The governing board ensures that no one is discriminated against when applying for jobs at our school, regardless of race, gender, or disability.
- The governors take all necessary steps to ensure that the school environment is accessible to people with disabilities. They also strive to make school communications as inclusive as possible for parents, carers, and pupils.
- The governors welcome all applications to join the school, regardless of a child's socio-economic background, race, gender, or disability.
- The governing board ensures that no child is discriminated against during their time at school based on their race, sex, or disability.

The Role of the Headteacher

- The headteacher is responsible for implementing the school's Equality Plan and is supported by the governing board in doing so.
- The headteacher ensures all staff are familiar with the Equality Plan and that it is applied fairly in all situations.
- The headteacher ensures that all appointment panels adhere to this plan, ensuring equal opportunities for employment and training.
- The headteacher promotes the principles of equal opportunity in developing the curriculum and fosters respect for others, ensuring all pupils have equal opportunities to participate in all aspects of school life.
- The headteacher takes all incidents of unfair treatment, bullying, or discrimination seriously, including racist incidents, and ensures appropriate action is taken.

The Role of All Staff: Teaching and Non-Teaching

- All staff are committed to ensuring that every pupil is treated fairly, equally, and with respect, and are aware of the school's Equality Plan.
- All staff strive to provide teaching materials that reflect positive images based on race, gender, and disability and challenge stereotypical representations.
- All staff are expected to challenge any incidents of prejudice, racism, or homophobia and to record and report any serious incidents to the headteacher.
- Teachers support ancillary and support staff in intervening positively against any discriminatory incidents.

5. Tackling Discrimination

Harassment on the grounds of race, gender, disability, or sexual orientation is unacceptable and will not be tolerated within the school environment.

All staff are expected to identify and challenge prejudice and stereotyping, supporting pupils' diverse needs according to their individual circumstances.

- Racist, homophobic, and other incidents of harassment or bullying are handled by the staff member present and escalated to a class teacher, phase leader, or the headteacher as needed.
- All incidents are reported to the headteacher, and racist incidents are reported to the governing board and local authority on a termly basis.

What is a Discriminatory Incident?

Discriminatory incidents include harassment based on race, gender, disability, sexual orientation, or socio-economic status.

They may involve:

- Verbal or physical abuse, name-calling, exclusion, unwanted comments, jokes, or graffiti.
- A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as any incident perceived to be racist by the victim or any other person.

Types of Discriminatory Incidents:

- Physical assault against a person or group based on their ethnicity, nationality, disability, sexual orientation, or gender.
- Derogatory names, insults, or jokes.
- Racist, sexist, homophobic, or discriminatory graffiti.
- Wearing or displaying discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse or threats.
- Incitement of others to discriminate or bully based on race, disability, gender, or sexual orientation.
- Discriminatory comments during discussions.
- Attempts to recruit others to discriminatory organizations or groups.
- Ridicule for differences in food, music, religion, or dress.
- Refusal to cooperate with others based on race, gender, disability, or sexual orientation.

Responding to and Reporting Incidents:

It should be clear to both pupils and staff how to report incidents. All staff, teaching and non-teaching, should regard addressing such incidents as vital to the well-being of the whole school. The following procedure is suggested:

1. **Incident:** Incident occurs or is reported.
2. **Investigation:** Member of staff investigates or challenges behaviour immediately.
3. **Response to Victim and Family:** The victim is supported and informed.
4. **Response to Perpetrator and Family:** The perpetrator is addressed and their family is informed.
5. **Action:** Address the issue with the year group/school if necessary (e.g., circle time or assembly).
6. **Recording:** Incident filed on CPOMS and reported to the governing board and local authority on a termly basis.

6. Review of Progress and Impact

This Equality Plan and its objectives are reviewed and agreed upon by our governing board. The school has a rolling program for reviewing policies and their impact.

- In accordance with legislative requirements, progress on equality objectives will be reviewed annually, with a comprehensive review of the entire plan at least every four years.
- We regularly assess pupils' learning and track progress, particularly monitoring achievement by ethnicity, gender, and disability. This helps ensure that all pupils are making the best possible progress, and we take appropriate action to address any gaps.

7. Equality Objectives

Equality Strand	Objective	How will the impact of the action be monitored?	Who is responsible for implementing?	Early success indicators
All	Embed inclusive teaching strategies to support underrepresented or disadvantaged groups, including SEN, EAL and low-income pupils.	Staff training evaluations on inclusive teaching; pupil progress tracking by additional characteristics (EAL, Pupil Premium, SEN); pupil voice surveys.	Headteacher / SENCO / Teaching Staff	Teachers implement differentiated strategies effectively; pupils report feeling supported in learning; reduced attainment gap for underrepresented groups.
All	Create a Pupil Equality Ambassadors group to lead on diversity and inclusion activities.	Number of pupils involved; pupil-led initiatives (e.g., assemblies, mentoring); feedback from pupils and staff.	Staff leading School Council / PSHE Lead	Pupil-led initiatives are regularly held; increased engagement in school-wide equality discussions; positive feedback from school community.
All	Conduct a curriculum audit to ensure greater representation of diverse figures, contributions, and perspectives across all subjects.	Curriculum audits; pupil and staff reflections; engagement with external speakers and diverse community voices.	Headteacher / Subject Leaders	Curriculum maps reflect diverse role models; increased engagement from pupils in lessons; positive pupil feedback on inclusivity.
All	Introduce targeted equality, diversity, and inclusion (EDI) training for staff to support inclusive teaching and school culture.	Staff training participation rates and feedback; changes in teaching practice post-training; staff wellbeing surveys.	Headteacher / CPD Lead	Increased confidence among staff in handling EDI issues; positive changes in classroom practices; improved staff wellbeing survey results.
All	Develop interactive parent engagement sessions around diversity and inclusion.	Attendance and participation rates; parent feedback; increased parental involvement in school-wide diversity events.	Headteacher / Parent Engagement Lead	Parents actively participate in discussions; positive feedback on school inclusivity; greater collaboration between school and families.
Race Equality Duty	Identify, respond to and report racist incidents as outlined in the Plan. Report the figures to the Governing Board / Local Authority on a termly basis.	The Headteacher / Governing Board will use the data to assess the impact of the school's response to incidents, e.g., have whole school / year group approaches led to a decrease in incidents? Can repeat perpetrators be identified? Are pupils and parents satisfied with the response?	Headteacher / Governing Board	Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the Governing Board.
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities (e.g., Diwali, Eid, Christmas).	SCARF assessments; pupil reflections; engagement in cultural assemblies and activities.	Member of staff leading on PSHE	Increased awareness of different communities shown in PSHE assessments. Greater participation in cultural celebrations.