

# EQUALITY POLICY

## Lewannick, Boyton and Callington Primary Schools

<b>This policy was adopted on</b>	<b>27<sup>th</sup> April 2021</b>
<b>This policy is to be reviewed on</b>	<b>April 2025</b>
<b>Category</b>	<b>Statutory</b>
<b>Applies to</b>	<b>Each school, TDAT</b>

### 1. Introduction:

The three schools within **The Duchy Academy Trust** adopted the core values of Respect, Happiness, Creativity, Friendship and Perseverance. As part of the observance of these core values, we believe in the importance of the well-being and progress of every child, and that the employees and members of our communities are of equal worth.

The **Equality Act 2010** provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and forging good relationships. It also highlights our commitment to tackle disadvantage and underachievement in different groups. Furthermore, it ensures that our workforce reflects, as far as possible, the diversity of our communities where each employee is respected and able to give their best.

We recognise that these duties reflect international human rights as featured in the **UN Convention of The Rights Of The Child**, the **UN Convention on the Rights of People with Disabilities**, and the **Human Rights Act 1998**.

Specifically, we believe:

- a) All learners are of equal value, whether or not they have a special educational need of disability, whatever their ethnicity, culture, national origin or national status, gender and gender identity, religious affiliation, and whatever their sexual orientation.
- b) We recognise differences that may create barriers and disadvantages to learning, in relation to SEND, ethnicity, gender, religion, and sexual orientation, and seek to remove these.
- c) We recognise, respect and value difference and recognise that diversity is a strength which should be respected and celebrated by the children, the staff, and the rest of the community.
- d) We actively promote positive attitudes and one of our chosen core values is mutual respect between individuals, groups, and communities.
- e) We aim to create a sense of belonging within our schools so that all members of the school community feel that they are respected and able to participate fully in school life.

- f) We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and promotion, and in continuing professional development.
- g) We have high expectations of all our children and work towards all children making good progress and being able to achieve their highest potential.
- h) We work to raise standards for all our children, but especially those who are most vulnerable. We believe that improving education and chances for the most vulnerable groups will raise standards across the whole school, and MAT.

## 2: Legal Duties.

The **Equalities Act 2010** was introduced to ensure protection from discrimination, harassment, and victimisation on the grounds of specific **protected characteristics**. This means that schools cannot discriminate against children or treat them less favourably because of their sex, gender reassignment, race, disability, religion or belief, or their sexual orientation.

Age, marriage, civil partnerships, and pregnancy/maternity are also protected characteristics, but are not part of the school provisions relating to students.

The **Public Sector Equality Duty** requires all public organisations, including schools, to

- Eliminate discrimination and other conduct prohibited by the **Equalities Act 2010**.
- 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 those who do and who do not share these characteristics.

The Act requires all public organisations to comply with the **Public Sector Equality Duty** and two specific duties:

- i) To publish information to show compliance with the **Equality Duty**. This does not need to be statistical information. This policy describes how the schools and TDAT are meeting their statutory duties and are in line with national guidance. It includes information about how the school is complying with the **Public Sector Equality Duty**. It also provides guidance to staff and the community about our approach to promoting equality.
- ii) To publish Equality objectives at least every 4 years.

Section 5A is a checklist of key equality considerations.

Section 5B shows the schools' Equality Objectives for 2021-2025 in the Equality Action Plan.

This policy will be monitored annually and reviewed by the TDAT Board of Trustees and by the Local Governing Board for each school and is recognised as part of our commitment to promoting equality and providing a welcoming and inclusive school community for each of the schools within TDAT.

This policy has also considered the **Ofsted Inspection Framework** which places strong focus on improving the learning and progress of different groups and closing gaps in standards between groups. Ofsted has a statutory duty to report on the outcomes and provision for students who have SEND.

### 3: Responsibilities and Roles.

<p><b>Board of Trustees</b> with monitoring by the Local Governing Boards</p>	<ol style="list-style-type: none"> <li>1. Will involve and engage with the whole school communities of each school to identify and understand the equality barriers and setting objectives to address these.</li> <li>2. The Board of Trustees will also agree the Equality Statement and Objectives.</li> </ol>
<p><b>CEO and Executive Head</b> <b>Teacher/Headteacher of each school</b></p>	<ol style="list-style-type: none"> <li>1. As above.</li> <li>2. Will promote key messages to staff, parents, and children about equality and what is expected of them and of what can be expected from the school in carrying out day-to-day duties.</li> <li>3. Ensure the whole school community receives adequate awareness training, and that the children are aware of equality issues.</li> <li>4. Ensure all staff are aware of their responsibility to record and report prejudice related incidents.</li> </ol>
<p><b>Assistant Heads/ Leaders of Teaching and Learning</b></p>	<ol style="list-style-type: none"> <li>1. Support the CEO and EHT/HT of each school.</li> <li>2. Ensure fair treatment and access to services and opportunities for all.</li> <li>3. Ensure all staff are aware of their responsibility to record and report prejudice related incidents.</li> </ol>
<p><b>Teaching staff</b></p>	<ol style="list-style-type: none"> <li>1. Help delivering the right outcomes for the children.</li> <li>2. Uphold the commitment made to children and parents/carers about how they can expect to be treated.</li> <li>3. Help design and deliver an inclusive curriculum.</li> <li>4. Ensure you are aware of your responsibility to record and report prejudice related incidents.</li> </ol>
<p><b>Non-teaching staff</b></p>	<ol style="list-style-type: none"> <li>1. Support the schools and Board of Trustees in delivering a fair and equitable service for all stakeholders.</li> <li>2. Uphold the commitment made by the CEO and Executive Headteacher/Headteachers on how children and parents/carers can expect to be treated.</li> <li>3. Support colleagues within the school community.</li> </ol>

	4. Ensure you are aware of your responsibility to record and report prejudice related incidents.
<b>Parents</b>	<ol style="list-style-type: none"> <li>1. Take an active part in identifying barriers for the school community and in informing the school of actions which they feel may help to eradicate these.</li> <li>2. Take an active role in supporting and challenging the school to achieve the commitment to tackling inequality and achieving equality of opportunity for all.</li> </ol>
<b>Children</b>	<ol style="list-style-type: none"> <li>1. Support the schools to achieve the commitment made to tackle inequality.</li> <li>2. Uphold the commitment made by the CEO/Executive Headteacher/Headteachers on how other children, parents/carers, members of staff and the wider school community can expect to be treated.</li> </ol>
<b>Local Communities</b>	<ol style="list-style-type: none"> <li>1. Take an active role in identifying barriers for the school community and informing the school of actions which they feel may help to eradicate these.</li> <li>2. Take an active role in supporting and challenging the school to achieve the commitment to tackling inequality and achieving equality of opportunity for all.</li> </ol>

#### **4: Areas promoting equality:**

##### **a) The Curriculum:**

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

- Curriculum planning reflects a commitment to equality by allowing equality of access for all students to a broad and balanced curriculum and removing barriers to participation where necessary.
- The curriculum will prepare children for life in a diverse society and use opportunities to reflect the background and experiences of children and families in our schools.
- There will be opportunities within the curriculum to explore concepts and issues relating to identity and equality.
- We will promote attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs.
- We will use images and materials which positively reflect a range of cultures, identities, and lifestyles.

**b) Achievement:**

We aim to consistently have a high expectation of all children, regardless of their gender, ethnicity, ability, social background, and sexual orientation. To achieve the best outcomes, we recognise the need for

- Adults within the schools to provide good, positive role models in their approach to all issues relating to equality.
- To identify the specific needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement.
- To use a range of teaching methods throughout the school to ensure that effective learning can take place across all Stages for all children.
- All children are actively encouraged to engage fully in their own learning both in and outside of school.

**c) The ethos and culture of the schools:**

- We are aware that those in Senior Leadership positions in the schools are instrumental in demonstrating mutual respect between all members of the school community.
- We aim to achieve a feeling of openness and tolerance to welcome everyone into our schools.
- Children are encouraged to greet visitors to the schools with friendliness and respect.
- Displays around the schools reflect diversity across all aspects of equality and are frequently monitored.
- Reasonable adjustments will be made to ensure access for children, staff and visitors with disabilities including physical access, but also access to school information and activities.
- Provision will be made to cater for cultural, moral, and spiritual needs of all students through planning of assemblies, classroom activities, and off-site visits.
- Children's views are actively encouraged and respected. Children are given a voice through the School Council, as well as during debates in class, RSHE and other student-led initiatives such in all three schools so that there are regular opportunities to engage with the children about their learning and lives within the school.
- We take account of equality issues in relation to admissions and exclusions.

**d) Staff Recruitment and Professional Development:**

- All posts are advertised and open to the widest group of applicants.
- All those involved in recruitment and selection are aware of the need to ensure equality and resources are made to support further training and development if necessary.
- All interviews for staff are conducted with at least one member of the panel having taken a recognised course in Safer Recruitment, to ensure that the panel is aware of the complexities of equality when making recruitment decisions.
- Access to opportunities for professional development is monitored on equality grounds.
- All policies are readily accessible to staff and governors.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

**e) Countering and Challenging Harassment and Bullying:**

- The schools will counter and challenge all types of discriminatory behaviour and this will be made clear to staff, children, parents, local governors, and trustees.
- The schools will challenge all forms of prejudice and prejudice-based bullying around disability and SEN, around race, religion or belief (such as anti-Semitism and Islamophobia), Travellers, migrants, refugees, and people seeking asylum, around gender and sexual orientation including homophobia and transphobic attitudes.
- The schools have a clear agreed procedure for dealing with prejudice-related bullying incidents (see each school's Anti Bullying Policy) and has nominated a member of staff responsible for recording and monitoring incidents:

Callington	Mr Antony Fugill
Lewannick	Mrs Sally Cook
Boyton	TBC

- The school reports to the Board of Trustees of TDAT, parents, and the Local Authority on an annual basis the number of prejudice-related incidents recorded in the school.

**f) Partnerships with Parents/Carers and the Wider Communities of Lewannick, Boyton and Callington:**

We aim to work in partnership with parents/carers by

- Taking action to ensure all parents/carers are actively encouraged to participate in the life of the school.
- Maintaining good channels of communication through Parent Forums and Open Events, Assemblies and other activities that bring parents into our schools.
- Ensuring parents views are used to inform practice.
- Encouraging members of the local community to join celebrations at Christmas and Harvest, and other Open Events and activities.
- Ensure that parents/carers of newly arrived pupils are made to feel welcome.

**g) Administration:**

This Policy links to other policies and documents such as Behaviour Policy, Admissions Policy, SEND Policy, and Anti-Bullying Policy, and is embedded in the schools' recruitment procedures, how the schools act in terms of equality and in their roles as employers.

We seriously consider the equality implications when we develop, adapt, and review policy or procedures and whenever we make significant decisions about day-to-day life of the school.

Guidance is available about how to identify, assess, record, and deal with prejudice-related incidents, and we treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents and provide a report of these within the annual Safeguarding Report to Trustees, with data including the number, type, and seriousness of prejudice-related incidents and how we dealt with them. We review this data termly and take action to reduce incidents when necessary.

We know our school populations well, and collect and analyse data to inform our planning, and identify targets to achieve improvements.

We have procedures and work in partnership with parents/carers to identify children who have a special educational need or disability through our application procedures and through staff vigilance as children develop during their time with us.

We collect data and monitor progress and outcomes of different groups of children and use this data to support school improvement. We take actions to close any gaps by using intervention groups, extra TA support, as well as by utilising additional services both within and beyond our schools.

## 5A) Checklist and Action Plan:

### Checklist for school staff and governors:

The school collects information on race, disability, and gender with regards to both children and staff e.g. when monitoring school attendance, exclusions, and staff training.	
This information is used to inform policies, plans and strategies, lessons, additional support, training, and the activities that the schools provide.	
The school publishes information to demonstrate purposeful action on the general duties of the Equality Policy.	
The school analyses data pupil attainment in terms of progress and standards for different groups and will take action when trends or patterns indicate a need.	
The schools set Equality Objectives to improve outcomes for vulnerable children and monitors progress in reaching these objectives.	
Members of the Senior Leadership Team of the schools have responsibility for coordinating the implementation of this policy and monitoring outcomes	
Each school will highlight the key requirements of the Equality Policy	
The curriculum includes opportunities for all children to understand and celebrate diversity and difference.	
All groups of children are encouraged to participate in school life and to make a positive contribution e.g. in assemblies, performances, class displays	
The school monitors bullying and harassment of children in terms of difference and diversity and takes action if there is cause for concern.	
Visual displays and learning resources reflect the diversity of the school community.	
Minority ethnic, disabled, and male and female role-models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.	
The schools' environments are being improved to become increasingly accessible to children, staff and visitors.	
Open evenings and other events that welcome parents/carers and members of the community are held in accessible parts of the school, and where issues such as language barriers have been considered.	
The accessibility needs of parents, children and staff are considered in publishing and sending out information.	
The Board of Trustees and Local Governing Board aim to try to recruit to be representative of the range of communities it serves.	

Procedures for the election of parent governors are open to candidates and voters who are disabled.	
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### 5B) Action Plan for 2021-2025

Characteristic	Objective	Success criteria	Date for review	Responsibility
All	Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.	All policies will be reviewed and updated in light of the Equalities Policy 2021-25 and practices audited.	July 2021	Trustees, CEO/EHT/HT and the Senior Leadership Teams of each school.
Race	Since two schools in the MAT are small rural villages and the third is a small rural town, to help children to gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson resources, library books, and assemblies provide children with opportunities to gain awareness and learn about racial and cultural diversity other than their own.	On going	All teaching staff.
Gender	Having reviewed data from the last KS2 SATs, the need to narrow the gap in attainment for boys	Boys attainment continues to rise and meet targets	July 2021 data	CEO/EHT/HTs and the SLT of each school, Class teachers.
Disability	Take steps to reduce or eliminate negative stereotypes of disability across the school and promote positive understanding	Lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping. Assemblies and PSHE focus on this area to avoid negative stereotyping.	On-going	SENDCO/ teachers
SEND	Review data from lockdowns to appreciate how this has impacted disproportionately on children who have SEND and devise a catch-up tailored for specific children who need additional help to catch-up.	Attainment of children with SEND will rise and show a lessening of the attainment gap to the rest of their cohort.	July 2021 data	CEO/EHT/HTs SENDCO/ teachers



Gender, gender reassignment and sexual orientation	Introduce these topics in a sensitive way guided by the new RHSE	Lesson and curriculum audits identify a number of positive examples of these topics and open discussions as appropriate for different age groups	On- going	CEO/EHT/HTs and the SLT of each school, Class teachers.
All	Interested stakeholders receive requisite training in a range of equalities/diversities issues and teachers who teach children with specific needs are given specific training	CPD and INSET days delivered to staff and governors to promote confidence in challenging prejudice and promoting equality	When necessary	CEO/EHT/HTs and SLT of each school.
All	Seek to broaden and strengthen our commitment to quality communications with all stakeholders	Communications available to all stakeholders in a range of formats in response to need. Identify and support resources e.g. braille, or community languages.	When necessary	Trustees, CEO/EHT/HTs School secretaries.