



# Twyning School

## Equality Information and Objectives

**Date Created:** Autumn 2016

**Last reviewed on:** Summer 2024

**Next review due by:** Summer 2025

**Reviewed by:** School Business Manager

**Governor Committee:** Finance, Premises and Staffing

This information replaces the separate policies that the school had on equal opportunities, race, disability and gender. It reflects the legal duties set out in **The Equality Act 2010 and Schools (DfE advice for school leaders, school staff, governing bodies and local authorities May 2014)**. It follows the guidance in “Public sector equality duty guidance for schools in England” - Equality and Human Rights commission November 2012.

Twyning School aims to eliminate discrimination, advance equality of opportunity and foster good relations across all characteristics (see list below) - between people who share a protected characteristic and people who do not share it. The school seeks to remove or minimise disadvantages, meet the needs of all pupils and encourage participation from all pupils.

### **Equality Objectives**

1. Ensure that all children make good progress throughout KS2 and KS1, including pupils with Special Educational Needs and Disabilities (SEND), and for those receiving Pupil Premium, and that more children are on track to achieve as well as their prior attainment suggests
2. Ensure the needs of pupils with disabilities are always taken into account when planning off-site visits and other opportunities
3. Promote cultural and religious understanding and raise global awareness through a programme of international and local activities embedded within the curriculum

Plans to meet these equality objectives are set out in the School Development Plan.

We review and update our equality objectives as part of the annual review of the school development plan and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

**Attainment** - Staff at Twyning School will regularly analyse data, look at individual attainment, observe lessons and talk to pupils and parents to identify issues such as gaps in attainment between groups of pupils e.g. between boys and girls. See evidence in the Accessibility Plan, ASP (Analyse School Performance) - gender, race, SEND; data reports to Governors, data analysis, lesson observations, pupil/parent surveys, etc.

**Participation in school activities** - Staff at Twyning School will consider the needs of all pupils when arranging activities both in and out of school. See evidence in the SEND policy, children with medical conditions policy, accessibility plan, relationships and sex education policy, risk assessments carried out, staff meeting minutes, etc.

**Ensure pupils engage effectively in learning** - Staff at Twyning School identify priorities that will enable all children to access learning. See evidence in SEN policy, accessibility plan, detailed lesson plans, etc.

Foster good relations and partnerships - Staff at Twyning School foster good relations through the school's Christian ethos and values. See evidence through our programme of assemblies, community events, links with other schools and curriculum, etc.

The behaviour and anti-bullying policies help to ensure that children feel safe and are aware of what to do if they feel worried. Evidence of this can be seen through governor visit reports, pupil and parent surveys, home/school agreement, etc.

Policy making - Staff at Twyning School will consider the Equalities Act whenever a policy is written or reviewed. All staff and governors will be reminded of their responsibilities under the Act. Evidence can be seen in minutes of governor and staff meetings, policies themselves including pay, recruitment, equalities impact assessment, and engagement through disability equality organisations and charities.

## Legal Duties and Responsibilities

### Legal Duties

It is unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupil access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment

### Protected Characteristics

The act defines Protected Characteristics. It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race (this includes colour, nationality and ethnic or national origins)
- Disability (physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities)
- Religion or belief (religion being any religion and belief as any religious or philosophical belief)
- Age
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

### Unlawful Behaviour

There are four kinds of unlawful behaviour:

- Direct discrimination - when one person treats another less favourably, because of a protected characteristic, than they treat, or would treat, other people.
- Indirect discrimination - when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.
- Harassment - "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person".
- Victimisation - when a person is treated less favourably than they otherwise would have been because of something they have done in connection with the Act.

### Due Regard

Twynning School must have due regard to the Equality Act 2010 when carrying out its duties. In practice this means that whenever significant decisions are made and policies developed or reviewed, thought must be given to the equality implications. We will ask the following questions:

- Does this policy/decision remove or minimise disadvantages suffered by pupils with particular protected characteristics?
- Do we need to adapt different approaches for different groups of pupils?
- Is there any way we can encourage these groups of pupils to become more involved with the school or open up opportunities for them that they wouldn't otherwise enjoy?

### MONITORING

The Headteacher and Governors will monitor the effectiveness of the policy through day-to-day observations, focused walks, communication with parents, surveying pupils' views and regular communication during staff meetings and School Council meetings.

### EVALUATION

Using data from monitoring activities, the Headteacher and Governors will review and update this policy annually.