



EQUALITY APPENDICE

1. Introduction

Twydall Primary School is an inclusive school promoting the ethos of 'Inclusive to be exclusive' and where all members of our community are valued and of equal worth. We provide opportunities for all pupils and staff to receive a quality education or training, irrespective of race, gender, disability, faith, religion or socio- economic background.

We are committed to valuing diversity, tackling discrimination and harassment, promoting equality and building up good relationships between people and aim to promote pride in a person's identity whilst allowing them every opportunity to participate fully in school life.

The purpose of this appendice is to provide a single approach to promoting equality and replaces the school's previous policies for Race Equality, Sex Discrimination and Disability Equality. It takes note of the legal duties as set out in the Equality Act 2010 and non-statutory guidance set out by the Government in December 2011 and March 2012 and also reference to the OFSTED Inspection framework 2012 which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We are aware that OFSTED has a statutory duty to report on the outcomes and provisions for pupils who are disabled and who have special educational needs.

It also ensures that all staff and Governors are aware of their responsibility to tackle issues of disadvantage and under achievement amongst different groups of children within the school. As well as the specific actions, which are set out in this appendice, Twydall also operates a equality of opportunity on a daily basis in the following ways:

- a. **All learners are 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 orientation.
- b. **We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages, which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- c. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- d. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- e. **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 in recruitment and promotion, and in continuing professional development
- f. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential

- g. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

2. Teaching and Learning

It is our aim to provide all of our pupils with opportunities to succeed in their learning and to reach the highest level of their personal achievement. For this to happen we:

- a. Use tracking data as a tool for improving the ways in which we provide support to individuals and groups of children
- b. Regularly monitor achievement data by groupings of Pupil Premium, Ethnicity, Gender and SEND and use this information to plan use of interventions to reduce the gaps in achievement where they have been identified.
- c. Take account of the achievements of our pupils when planning for future learning and set challenging targets for their future learning.
- d. Ensure that there is equality of access for all pupils and use the Provision Mapping documents to highlight this.
- e. Use resources and materials that do not use stereotyping of race, gender or disability
- f. Promote attitudes and values in all aspects of school life that will challenge racist and other discriminatory behaviours or prejudices and use resources to support this
- g. Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures through discussion within a class, art, music, dance and themed activities in the school calendar
- h. Seek to include parents and other family members in supporting their child's education
- i. Encourage classroom and staffroom discussion of equality issues, which reflect on social stereotypes, expectations and the impact on learning.
- j. Include teaching and classroom based approaches that are appropriate for the whole school community, that are fully inclusive and reflective of the backgrounds of our pupils

3. Admissions and Attendance

At Twydall our admissions arrangements are fair and in line with government guidance. We do not discriminate on race, gender, disability or socio-economic factors.

4. Behaviour and Exclusions

As part of our Behaviour Appendice, rewards, sanctions and exclusions are administered in line with the recommendations and duties under the equality Act 2010. Where possible we make reasonable, appropriate and flexible adjustments for pupils with an identified disability.

If an exclusion is necessary it will follow procedures as set out in the school's Behaviour Appendice. Exclusions will be closely monitored to avoid any potential adverse impact and to ensure that any discrepancies are identified as soon as possible and dealt with accordingly.

5. Equal Opportunities for Staff

We are committed to the implementation of equal opportunity principles and the monitoring and active promotion of equality in all aspects of school staffing and employment.

Staff appointments and promotions are made on the basis of merit and ability and in compliance with the Teacher's Standards and the law. Where possible though, we ensure that our staffing reflects the diversity of the school community.

6. Employer Duties

The Head teacher ensures that all appointment panels give due regard to the Equality Appendice so that no one is discriminated against when it comes to employment, promotion or training opportunities. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment, faith and religion are considered when appointing staff and in particular allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures to ensure decisions made are free of discrimination. In order to meet these considerations the school:

- a. Monitors recruitment and retention, including bullying and harassment of staff
- b. Offers continued professional development opportunities for all staff
- c. Uses Senior Leadership Team support to ensure quality for all

7. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions Twydall Primary School will take to meet the general duties detailed below.

8. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. The General Race Equality Duty requires us to have due regard to the need to:

- a. Eliminate racial discrimination;
- b. Promote equality of opportunity;
- c. Promote good relations between people of different racial groups.
- d. Under our specific duty we will:
- e. Prepare an Equality Plan which includes our written appendice for race equality;
- f. Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- g. Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

9. Disability

Definition of disability:

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

10. Legal Duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- a. Promoting equality of opportunity between disabled people and other people;
- b. Eliminating discrimination and harassment of disabled people that is related to their disability;
- c. Promoting positive attitudes towards disabled people;
- d. Encouraging participation in public life by disabled people;
- e. Taking steps to meet disabled people’s needs, even if this requires treatment that is more favourable.
- f. Twydall Primary School will:
 - o Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme, identifying our disability equality goals and the actions needed to meet them
 - o Review and revise the scheme every three years

11. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people. Under our general duty, we will actively seek to:

- a. Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- b. Promote equality between men and women.
- c. Under our specific duty we will:
- d. Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- e. Review and revise this Scheme every three years.

12. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

13. **Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds.

14. **Consultation and Involvement**

It is a requirement that the development of this plan and the actions within it have been informed where possible by the input of staff, pupils and parents and carers. We have achieved this by using the following:

- a. Feedback from the school council, PSHE lessons and circle-time;
- b. Issues raised in annual reviews or reviews of progress on Individual Education Plans;
- c. Future Issues:
- d. Feedback at governing body meetings.
- e. Feedback from parent questionnaires, parents' evenings and *have-your-say* meetings;
- f. Input from staff through staff meetings / INSET;

15. **Roles and Responsibilities**

a. **The Role of Governors**

- i. The governing body has set out its commitment to equal opportunities 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 race, gender and disability.
- ii. The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, faith or disability.
- iii. 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 as possible for parents, carers and pupils.
- iv. The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- v. The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

b. **The Role of the Head Teacher**

- i. It is the Head Teacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.
- ii. It is the Head Teacher's role to ensure that all staff are aware of the Equality Plan, and that staff apply these guidelines fairly in all situations.
- iii. The Head Teacher ensures that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities.
- iv. The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

- v. The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness and in accordance with the school's behaviour appendice.

c. The Role of All Staff

- i. All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- ii. All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- iii. All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.
- iv. All teachers will support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.
- v. All teachers will promote an inclusive and collaborative ethos in their classroom
- vi. All teachers will deal fairly and professionally with any prejudice-related incidents that may occur
- vii. All teachers will plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- viii. All teachers will maintain the highest expectations of success for all pupils
- ix. All teachers will support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- x. All teachers will keep up-to-date with equalities legislation relevant to their work.

d. Visitors

- i. All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this appendice.

16. Tackling Discrimination

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

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Principal where necessary. All incidents are reported to the Principal and the governing body reviews racist incidents at least annually.

a. What is a Discriminatory Incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name

calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.

b. Types of Discriminatory Incident

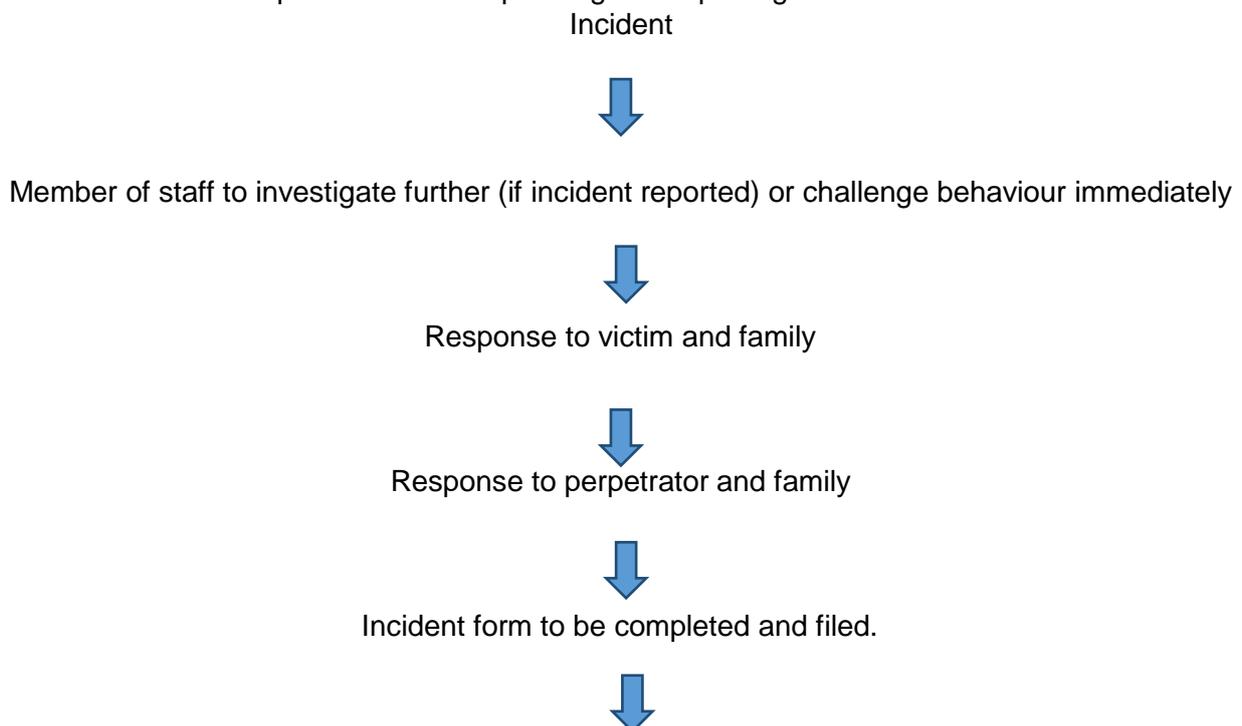
Types of discriminatory incidents that can occur are:

- i. Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- ii. Use of derogatory names, insults and jokes;
- iii. Racist, sexist, homophobic or discriminatory graffiti;
- iv. Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- v. Bringing discriminatory material into school;
- vi. Verbal abuse and threats;
- vii. Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- viii. Discriminatory comments in the course of discussion;
- ix. Attempts to recruit others to discriminatory organisations and groups;
- x. Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- xi. Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

c. Responding To and Reporting Incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

The procedure for responding and reporting is outlined below:



Action taken to address issue with year group / school if necessary e.g. through circle time/assembly



Incidents to be reviewed regularly by Governing Body at least annually

d. Review of Progress and Impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plans on a three year cycle. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

e. Publishing the Plan

In order to meet the statutory requirements to publish a Disability, Racial and Gender Equality Scheme, we will make this plan available on the school website and raise awareness of the plan through the school newsletters, assemblies, circle-time and staff meetings.

f. Monitoring and Reviewing the appendice/Disseminating the appendice

This Equality Appendice is available:

- i. on the school website
- ii. as a paper copy in the school office
- iii. in the Induction document for new staff
- iv. on display for visitors, including parents and carers

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

Name of School Governor responsible for Equality

Ann Richardson-Chair of Governors

Equality and Accessibility Plan for Twydall Primary School

Equality Strand	Objective	Action	Timescale	Monitoring	Success Criteria
All areas	School Governor to be aware of equality issues	SEND & Safeguarding Governor to receive termly updates	From September 2019	Chair of Governors	Governors will be fully briefed on equality issues
All areas	To publish and promote the Equality appendice on the school website and in the prospectus	To encourage parents to participate in the Equality awareness through parent surveys	From January 2020	Head Teacher CLT Named Governor for Equality	All staff and parents will be familiar with the school's Equality Appendice. All staff will use the guidance when planning lessons and displays
All areas	Monitor achievement of pupils by gender and SEND in assessment data	Assessment data to be analysed by category including gender and SEND through pupil progress	All assessment points	CLT Governors	Analysis of data will highlight any trends and appropriate action taken to narrow the gap in future planning
All areas	An increase in pupils' participation, confidence and achievement levels	Use of positive role models to promote achievement among young learners (RMGS students) Anti-bullying promotion Play-leaders	Ongoing	CLT Governors Welfare & Wellbeing Department	Marked increase in the participation and confidence of identified groups

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All areas Parliament	Ensure all pupils are given the opportunity to make a positive contribution to school life via: The school	Representation of all groups within the school/ children's voice systems and Community Links	Ongoing	Staff members responsible for Committee and Parliaments	Participation in school activities will reflect the diversity of the school community
Race Equality	Identify, respond and report racist incidents following the procedures in the plan. Report incidents to the Governors.	Be aware of what constitutes a racist incident, record it officially and report to the necessary members of staff and Governors	From September 2019	Head Teacher Named Governor	Staff are aware of and respond to racist incidents. Governors informed of incident and outcome.

Race Equality	Use curriculum opportunities to promote positive attitudes to cultural and ethnic diversity	Monitor the curriculum for learning opportunities Plan assemblies to promote respect for diversity Monitor curriculum resources to ensure they do not reinforce stereotyping	Ongoing	CLT Governors	Appropriate learning opportunities experienced Assemblies delivered that promote understanding and diversity and the similarities Resources checked at least annually for appropriateness
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Race Equality	Monitor all areas of school life to ensure there is no cultural bias or barrier to learning	Check reading books and assessment material and amend or replace if necessary Monitor teaching styles for equal entitlement to succeed For those children with EAL that there is appropriate support Pre-teaching of vocabulary transition	Ongoing	CLT Governors responsible for the curriculum	All children have equal access to learning Teaching and learning is monitored and where necessary action taken Pupils with EAL have appropriate support and access to resources
Gender Equality	Use opportunities within the curriculum to promote positive attitudes towards gender equality and gender fluidity	Monitor the curriculum to ensure equal learning opportunities Plan assemblies to promote positive attitudes and to challenge stereotyping	Ongoing	CLT Governors	Appropriate learning opportunities experienced by all children Appropriate and relevant assemblies held Learning resources checked for suitability and appropriateness
Gender Equality	Monitor all areas of school life to ensure there is no gender bias or barrier to learning	Check reading books and assessment material and amend or replace if necessary Monitor teaching styles for equal entitlement to succeed	From September 2019	CLT Governors responsible for the curriculum	All children have equal access to learning Teaching and learning is monitored and where necessary action taken
Gender Equality	Introduce initiatives for girls to participate in sport outside of the National Curriculum requirements	Increased participation of girls in Sports clubs and participating in out of school sports activities	From September 2019	PE subject Leader	More girls attending after school sports activities

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Cultural Equality Community Cohesion and Cultural Capital	Celebrate cultural events during the year to increase pupil awareness and understanding of different cultural and faith communities	RE, SMSC and PSHE schemes of work and assemblies to celebrate and teach the children about significant cultural and religious celebrations	Ongoing	All Home Teachers Governors	Increased awareness of the celebrations of different cultural communities to develop cultural awareness and celebrate diversity
Disability Equality	To mark clearly any objects that could be a hazard or could cause an injury	Mark clearly with yellow paint: Edges of steps, handrails, lowered kerbs	Ongoing	Site manager HS Governor Inclusion manager	Improved access to the school environment for those members of the school community who have a visual impairment
Disability Equality	To make written materials available in a range of formats	Offer newsletters, school prospectus and policies in large print for hard copy or on the website or on coloured paper	From September 2019	ICT technician Office Manager	Delivery of all school information available in an accessible form for all parents, carers and visitors to the school
Disability Equality	To provide written curriculum resources, including assessment material available in a range of formats in order to access the National Curriculum	To be aware of and purchase where necessary alternative curriculum resources, assessment material Contact Medway PASS team for guidance	By September 2019	SENDCO Subject Leaders Assessment coordinator	School is able to provide curriculum and assessment materials in a range of formats for those children who require it to access their learning

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Disability Equality	Staff to have training to meet the needs of disabled pupils so that the children can access their learning	Carry out an audit of staff skills in order to establish any training needs, particularly for differentiation of the curriculum	By April 2020	SENDCO Governor responsible for Inclusion	Staff feel more confident in meeting the needs of pupil's with a disability in relation to accessing the curriculum
Disability Equality	To include the appropriate needs of disabled pupils, staff, parents and visitors when planning any refurbishments to the school environment	As refurbishment and finances allow: <ul style="list-style-type: none"> • Handles at the correct height and to be easy open • Lighting considered for 'darker' areas of the school 	Ongoing	Head Teacher Governors responsible for the building Finance manager Site manager SENDCO	Improved access to the school environment for pupils, staff and visitors who have a physical disability
Disability Equality	To provide alternatives to the recording of work for those pupils who cannot mark make independently	As finances allow <ul style="list-style-type: none"> • Provide laptops for pupils to work on 	September 2019	Head Teacher Governors responsible for Finance manager SENDCO	All Staff will feel more confident in meeting the needs of pupil's with a disability in relation to accessing the curriculum and will adapt their planning accordingly

APPENDIX ONE Check list for school staff and governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Appendice and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the appendice and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Appendice
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Appendice
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies