

Thomas Telford School



Equality of Opportunity and Diversity Policy

Reviewed and updated by Jamie Norman September 2022

Review date September 2023

Equality of Opportunity and Diversity Statement

Thomas Telford Schools welcomes a diverse population of both students and staff. We understand the reality of an ethnically, culturally and sexually diverse society. We respect all members of our school community and value the differences between us. Not only do we believe in establishing a safe, secure and open community in which we protect the individuals in our care but we also strive to develop attitudes and philosophies amongst the members of our community so that they may play their part in promoting equality in the wider communities in which they live, play and work.

People are protected by this statement on the grounds of: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

This list of protected groups is taken from the Equality Act 2010.

Legal framework

Thomas Telford School will meet the requirements of the Equality Act 2010 and welcome our duty under the Educating and Inspection Act 2006 to promote community cohesion. The policy has been prepared in accordance with the Equality Act 2010. The policy relates to students and staff using the facilities.

PRINCIPLE 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value and expect all to strive to reach their full potential.

PRINCIPLE 2: We recognise and respect difference.

Treating people equally (PRINCIPLE 1) 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 barriers and disadvantages which people may face.

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 and have positive interaction with all people involved in our school community and wider society.

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.

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.

PRINCIPLE 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones

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.

PRINCIPLE 8: We base our policies and practices on sound advice

We maintain and publish quantitate and qualitative information which shows our compliance with the public sector equality duty set out in clause 149 of the Equality Act 2010.

- Evidence relating to equalities is integrated into our self-evaluation document.

Appendix 1 defines the legal framework informing this policy.

Action plans

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every year, accordingly, we draw up an action plan within the framework of the overall school improvement plan and self-evaluation form (SEF), 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.

We review our action plan annually and report annually to Governors on progress towards achieving the equality objectives we have identified.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the eight principles set out above.

Ethos and organisation

We ensure the guiding principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- students' progress, attainment and achievement
- students' 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
- working with the wider community

Addressing prejudice and prejudice-related bullying

All staff play specific roles in dealing with these incidents and are treated in line with the behaviour policy and in consultation with the headteacher and/or senior deputies and pastoral leads. Our response to any prejudice-related bullying will be swift, proportionate, discreet, influential and effective.

Our policy is made known to the staff, students, parents and carers in:

- Assemblies
- Staff handbook
- PT time
- School Charters
- The admissions policy

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 plan are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy. In particular, they are responsible for monitoring the implementation of this policy and maintaining systems to deal with and record incidents of prejudice-related bullying. The School's procedures are detailed in Appendix 3.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles listed above

- support students in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students 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.

Religious observance

We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

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. All staff receive training on the school's behavioural/safeguarding policy.

Breaches of the policy

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

Monitoring and evaluation

We collect data relating to the implementation of this policy, and make adjustments as appropriate. This policy is reviewed and updated on a yearly basis.

We report annually to the Governing Body.

See Appendix 2

Appendix 1

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 (including issues of transgender, and of maternity and pregnancy), region and belief, 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.
4. At present (Summer 2010) schools are permitted by law to do any of the following:
 - draw up three separate policy statements, relating to disability, ethnicity and gender respectively
 - draw up a single statement containing three separate sections
 - draw up a single statement containing three recurring themes or threads, as in this policy statement.

As we have opted for the third of these, we have ensured that each of the three threads is explicitly mentioned throughout.

Appendix 2: Monitoring

Monitoring of	Is achieved through	By whom?	How often?	Evidenced in
Equality of Opportunity Policy & Action Plan Racist Incident Procedures	Annual review	Jamie Norman	Annually	School Development Plan Updated policy in staff handbook and electronically in SA folder
Monitor equality and discrimination				
Recording of incidents of a prejudicial and racist nature	Incident forms and logs Pastoral logs Incident Log. Behaviour/Bullying	Jamie Norman to maintain racial incidents log Personal Tutors. Heads of Year	Annually	Log Report to Governors Development Plan
Promoting equality of opportunity				
School population	Recording and reporting of data on admissions and transfers Defining the school population in terms of ethnicity, gender, age, disability, SEN, home location	Data Administrator Louise Bromley	Annually	Report to Governors
Staff population	Define the school staff in terms of ethnicity, gender, age, disability, SEN, home location	Headmaster's PA Saffron Braddick	Annually	Report to SMT and Governors
Student attainment and progress	Analyse achievement at KS3, KS4 and KS5 by ethnicity, gender, age, disability, SEN, home location. Identify unequal outcomes, benchmark against other schools	Examination Officer Paul Williams	Annually	RAISE online full report Report to SMT and Governors
	Analyse exclusion data by ethnicity, gender, age, disability, SEN, home location	Data Administrator Louise Bromley	Annually	Report to SMT and Governors
	Analyse destination (FE, HE, work) data by ethnicity, gender, age, disability, SEN, home location	Director of Careers Jo Flynn	Annually	Report to SMT and Governors

Ethos and atmosphere	Audit of: <ul style="list-style-type: none"> • Student Council lunches • Online survey after e-safety week • Head Boy/Girl meetings • Options programmes • Assemblies • Advisory Council meetings • Discussion at SMT meetings 	SMT	Annually	Report to SMT
Learning environment	Conduct audit of teaching, curriculum materials and school displays	Ian Rawlings	Annually	Report to SMT