



Equality Statement and Objectives

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Mrs Sarah Abdulla



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Staff Responsibility	Mrs. S. Abdulla
Governor responsibility	Rose Gregory

Why have we developed this Equality Policy?

This Equality statement and objectives for Teagues Bridge Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within the community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN convention on the Rights of the Child

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, visitors, and partner agencies – who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- Eliminate discrimination, harassment and victimization;
- Advance equality of opportunity between people with/without those characteristics.
- Foster good relations between people with/without those characteristics.

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It explains how we aim to listen to and involve pupils, staff, parents, and the community in achieving better outcomes for our children and young people. The Primary aim of Teagues Bridge Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognizing their strengths, and encouraging them to achieve their full potential.

Teagues Bridge Primary School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will take reasonable and necessary steps to meet pupil's needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff, and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the way in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help pupils understand the value and diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils achieve their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training and promotions to ensure all staff have equal opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for any disabled staff.
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities or those for whom English is not their first language. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the view of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.

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- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for
- Reporting and following up incidents of prejudice-related bullying. (See bullying and racist incident logs in the Headteachers office).
- We expect that all staff will be role models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the school improvement plan. (See Appendix)
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of pupils, parents, advisory staff, and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans (See Accessibility policy).
- The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practise.
- Training and awareness sessions will be set out in the school improvement plan.
- The school will consult with stakeholders, i.e., pupil, parents/carers, staff, and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- The school places the policy on its website to show how it is complying with the Public Sector Equality Duty (PSED) (See Appendix) in the Equality Act 2010 and advancing equality of opportunity.
- When drawing up policies, it is best practise to carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. As a minimum, the governing body must consider to what extent a new/revised policy, practise or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should feel the policy, practise or plan could be improved to fulfil the Duties (DCC policies will have already had EIAs carried out).

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- Age- A person of a particular age (e.g., 32-year-old) or a range of ages (e.g., 18–30-year-olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- Disability- A person has a disability if she/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect.
- Gender reassignment- A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing, or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act, but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. (The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).
- Marriage and Civil Partnership- marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- Pregnancy and maternity- Maternity refers to the period of 26 weeks after the birth

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- (Including still births), which reflects the period of a women's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- Race- A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- Religion and belief- Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- Sex- A man or a woman.
- Sexual orientation- A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristics under the act covers the groups listed below:

- Age
- Disability
- Race
- Sex (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief,
- Sexual orientation
- Marriage and civil partnership (for employees)

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It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation, or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful):

- Direct Discrimination- Less favourable treatment because of a protected characteristic.
- Indirect Discrimination- A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- Harassment- Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g., customer or contractor) in the employment context.
- Victimisation- Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- Discrimination arising from disability- treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- Gender re-assignment discrimination- Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave.
- Pregnancy/ maternity related discrimination- Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- Discrimination by association or perception- For example, discriminating against someone because they 'look gay', or because they have a gay brother; discriminating against someone because they care for a disabled relative.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are

- Publish equality information ~ to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify any child).
- Prepare and publish equality objectives. To do this we will collect data related to the protected characteristics above and analyse this data to determine the focus for our equality objectives. The data will be assessed across our core provision as a school. This will include the following functions:
 - Admissions
 - Attendance

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- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we ensure equality is applied to the services listed above however we find evidence that other functions have a significant impact on any group we will work within this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

In fulfilling our legal obligations, we will:

- Recognizing and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention, and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation, and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

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In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Our School within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

Teagues Bridge Primary School has grown from 165 in 2007 to 273 in 2022 (boys and girls). We currently have 6 single co-hort sizes of 30 and 32 and 3 mixed year groups of 32.

31 % (51/162) of our children have not entered school through the reception route. 15 children (52%) in year 5 did not start in reception. Children have joined the school with special educational needs, emotional and social difficulties and with no English. This presented us with many challenges and a need to ensure these difficulties were resources and addressed.

We had 15% FSM in 2007, this has risen to 28% in 2022

We currently have 2% (2 children) statemented children; this is in line with the national averages. The overall percentage for special educational needs is 19 % (10 children 5% at school action and 21 children 11% at school action plus). We currently have no looked after children. We have one forces family. The majority of our children are classified as white British at 71% and 29% minority ethnic groups; this is slightly above the national average (26.7% in 2011). This percentage is made up largely of Indian 15%, other Asian background 3%, European 6% and Black African 3%

The level of entry into school is below average (indicated from data, ages and stages). Children entering reception mainly come from Teagues Bridge Pre-school (private provider and is charity run) with a small number of children coming from other local providers. Current foundation stage assessment taken within the first six weeks indicates that attainment on entry is broadly in line with the national expectations (see internal tracking - red file Head's office) Attendance is largely in line with the national expectations. Current data shows that for 2011 it is 94.7% and only 0.2% being unauthorized. The school's attendance target is 95.5%.

The school has recently seen a huge change in staffing. Four staff left in the summer term 2011, 3 retired and 1 decided to end her contact after being diagnosed with cancer. All four of the staff had been with the school between 16 and 20 years. In summer 2012 our year 2 teacher retired. She has been with Teagues Bridge for 39 years. We have embraced the changes and see this as a time for change and forward thinking, with new, fresh ideas.

AIMS

- To eliminate discrimination, harassment, and victimization.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Our school is committed to equality. Therefore:

- We do our best to ensure that everyone is treated fairly and with respect.
- We make sure the school is a safe, secure, and stimulating place for everyone.
- We recognize that people have different needs, and we understand that treating people equally does not always involve treating them the same.
- We recognize that for some pupils' extra support is needed to help them achieve and be successful.
- We do our best to make sure that people from different groups are consulted and involved in our decisions, for example through talking with pupils and parents and carers, and through our school council.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

We seek to embed equality of access, opportunity, and outcome for all members of our school community, within all aspects of school life.

Key concepts

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identify commonality and shared values, aspirations and needs underpin our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognize that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social Cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

Policy Commitments

Promoting equality ~ CURRICULUM:

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

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- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values celebrate and respect diversity and challenge discriminatory behavior and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities, and lifestyles.

ACHIEVEMENT:

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognize that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils;
- All pupils are actively encouraged to engage fully in their own learning.

THE SCHOOL VISION

Our vision for all members of the school community to reach their potential in a supportive, safe and happy environment. The teaching and support staff are a committed team who work together to create a calm atmosphere, so children feel secure and valued. The school prides itself on providing a creative practical and engaging curriculum with memorable experiences and opportunities to innovate. All adults have high expectations of themselves and the children. No obstacles are too big for our children. They rise to the challenges set for them and achieve well. Relationships are built on trust, where families are willing to participate in the life of the school and work in partnership in relation to their child's well-being; development and learning.

The school is committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. The adults in school create a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage, or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and this creates a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our high expectations.

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We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents in particular.

Throughout this statement, 'Parents' can be taken to mean mothers, fathers, carers and other significant adults responsible for caring for a child.

THE ETHOS and CULTURE of the SCHOOL:

- At Teagues Bridge Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors with disabilities;
- Provision is made to cater for cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupil's views are actively encouraged and respected. Pupils are given an effective voice, through school council, pupil surveys and regular opportunities to discuss learning and life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

The SCHOOL is COMMITTED to:

- Dealing firmly with any incidents of discrimination, harassment and victimization
- Enabling equality of opportunity to access the school curriculum, extra-curricular activities, resources, staff vacancies, training opportunities etc.
- Recognising the value of a diverse and inclusive school community
- Ensuring that staff and pupils within school operate within the requirements of equality legislation and deal firmly with breaches of this statement and its principle through pupil and staff discipline procedures
- Ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted.

STAFF RECRUITMENT and PROFESSIONAL DEVELOPMENT:

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- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality of opportunity;
- Steps are taken to encourage people from under-represented groups to apply at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

COUNTERING and CHALLENGING HARASSMENT and BULLYING:

- The school counters and challenges all types of discriminatory behavior and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying and has a nominated member of staff responsible for recording and monitoring incidents, this is the head teacher Mrs. Abdulla.
- The school reports to governors and LA on an annual basis the number of racial/prejudice incidents recorded in the school.

The school is opposed to all forms of prejudice and we recognize that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately, every incident is taken seriously and fully investigated.

PARTNERSHIPS with PARENTS/CARERS and the WIDER COMMUNITY:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. Gypsy, EAL, Roma and Traveler or pupils with disabilities are made to feel welcome.

Responsibilities for the Policy

In our school, all members of the school community have a responsibility for promoting equality

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable;
- The actions, procedures and strategies related to the policy are implemented;
- The designated equalities governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents. Rose Gregory is equalities governors.
- Involve and engage the whole community in identifying and understanding equality barriers.
- Monitoring progress towards achieving equality objectives.
- Publish data and equality objectives

The headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy schemes;
- Co-coordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Take appropriate action in response to any prejudice-related incidents.

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- Involve and engage the whole community in identifying and understanding equality barriers.
- Monitoring progress towards achieving equality objectives.
- Publish data and equality objectives
- Ensure that all the school community receive adequate training to meet the need of delivering equality, including pupil awareness.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes.
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation, or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.
- Deliver the right outcomes for pupils
- Uphold the commitment made to pupil and parents/carers on how they can be expected to be treated.
- Deliver an inclusive curriculum
- Ensure they are aware of their responsibility to record and report prejudice related incidents.

All Parents have responsibility for:

- Taking an active part in identifying barriers for the school community and in informing the governing body/headteacher of actions that can be taken to eradicate these
- Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

All Pupils have responsibility for:

- Supporting the school to achieve the commitment made to tackling inequality
- Uphold the commitment made by the headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated

Implementation, monitoring and reviewing

This policy was first published December 2016. It will be actively promoted and disseminated. This will be done via the school's website, in the school's prospectus and hard copies made available for parents. All school staff will have a copy to read and must ensure they sign to say they have done so.

Implementation, monitoring and review are the responsibility of the senior leadership team and our governors who have agreed and published this policy which sets out our priorities and supports these specific and measurable objectives.

We will report annually on the policy and analyses whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups. This will be reviewed by the equalities working groups and updates communicated via the school's newsletter.

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 2 years. See section attached.

EQUALITY OBJECTIVES: 2022-2023

Link to public sector equality Duty	Protected characteristics	Aim	Objective	Target Group	Action	Who's responsible?	Date	Progress
Eliminate unlawful discrimination, harassment, and victimization	Race/religion or belief/disability	To ensure any inappropriate language towards one of the protected characteristics is dealt with in line with the behaviour policy and anti-bullying policy.	To ensure all children and staff understand that certain words and terms can be offensive	Staff Children	To raise the awareness of the 9 protected characteristics. To record any offensive language as a form of anti-social behaviour	Headteacher DSL's SLT	ongoing	
Advance equality of opportunity	Age Disability Race Sex (including issues of transgender) Gender reassignment Maternity and pregnancy Religion and belief, Sexual orientation Marriage and civil partnership (for employees)	To ensure that 90% of boys achieve ARE in reading, writing and by summer 2023.	Boys are on track to achieve ARE in reading, writing and Maths.	boys	Monitor the number of books boys are reading and the progress they are making in reading assessments. Monitor boys writing books and Maths books	Literacy coordinator Maths coordinator	Autumn 2022 Spring 2023	
Advance equality of opportunity	Race, Religion, gender,	To ensure that all EAL, SEND, PPG and Boys attendance is above 91%	To ensure that EAL, SEND, PPG and Boys attend school regularly and are not disadvantaged by attendance.	EAL SEND PPG Boys	Monitor attendance termly for each of the four groups across the school.	SLT	Autumn 2022 Spring 2023 Summer 2023	
To promote and celebrate the diversity in our school.	Race/religion or belief	To ensure that all stakeholders are aware of the diversity in our school and that this is	To celebrate diversity at Teagues Bridge as a strength.		Diversity board to be in the reception area to promote diversity. Flag of the month in the hall.	Headteacher All teaching staff	On-going	

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		a strength of our community.			Each classroom to celebrate where children are from, displaying their photos on the flag of their country. Whole school themed weeks linked to culture and Diversity at Teagues Bridge. Teachers to display a range of languages and bi-lingual books in their classrooms. To display language linked to theme alongside of symbols. Equality and Diversity page on the website.			
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TEAGUES BRIDGE PRIMARY SCHOOL ~ EQUALITIES INFORMATION

Teagues Bridge School has used the following process to assist them in identifying some of the barriers to our pupils in accessing educational provision.

Understanding Our School Community ~ Pupils

What is the school profile?

273 Pupils

- How many children are on roll at the school?
- What information on pupils is collected by protected characteristics?

Ethnic Categories								
Afghan	OAFG	1	Indian	AIND	14	White and Asian	MWAS	6
Any other Asian Background	AOTH	1	Kurdish	OKRD	3	White and Black African	MWBA	1
Any other White Background	WOTH	1	Other Asian	MWAO	2	White and Black Caribbean	MWBC	7
Bangladeshi	ABAN	1	Other Mixed Background	MOTH	1	White Easter European	WEEU	1

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Black-African	BAFR	10	Other Pakistani	APKN	1	White European	WEUR	29
Black – Ghanaian	BGHA	1	Other White British	WOWB	1	White Other	WOTW	1
Chinese	CHNE	1	White-British	WBRI	186	Refused	REFU	3
Chinese and Any Other Ethnic Group	OOEH	1	White-English	WENG	2			

Disability Categories					
Not collected	/	Needs medication	20	Other disability problem	0
No disability	242	Problems with incontinence	0		
Problems with mobility	0	Problems with communication	3		
Problems with hand function	0	Problems with hearing	1		

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Problems with personal care	1	Problems with vision	3		
Problems with eating and drinking	3	Problems with ASD/Aspergers	2		

Gender	
Girls	133
Boys	142

SEND	%	Actual No
EHCP	0.7%	2
SEND support	12%	33

Religion and Belief					
Christian	48	Catholic	15	Methodist	1

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COE	6	Sikh	12	Muslim	15
Hindu	3	No religion	65	Unknown	2
Jehovah Witness	1	Other religion	4		

Teagues Bridge Primary staff abide by the recommendations and rulings in this policy and actively work hard to ensure that diversity is celebrated and not discriminated against.

Appendix

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Definitions

Equality- This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may to be treated differently in order to achieve an equal outcome.

Inclusive- Making sure everyone can participate, whatever their background or circumstances.

Diversity- Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion- People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging.

Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community- From the school's perspective, the term "community" has a number of meanings:

The school community- the students we serve, their families and the school's staff.

The community within which the school is located- in its geographical community, and the people who live and/or work in that area.

The community Britain - all schools by definition are part of it.

The global community - formed by European and International links

Gender Dysphoria - Gender dysphoria is a recognized condition in which a person feels that there is a mix match between their biological sex and gender identity.

Equality website statement

Equality Statement and Objectives

EQUALITY – Everyone is treated equally and fairly at our school

We comply with the recommendations of the 2010 Equality Act and the DfE Equality Act Guidance (October 2012) also PSED compliance.

There are two specific duties; these are that schools should:

- publish information which shows compliance with the Public Sector Equality Duty (PSED) and
- publish at least one equality objective.

The Public Sector Equality Duty (PSED)

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools and which extends to all protected characteristics e.g. race, disability, religion. It has three main elements. In carrying out their functions, schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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 people who share a protected characteristic and people who do not share it.

Senior Leaders in our school are aware of the duty to have “due regard” when making a decision or taking an action and assess whether it may have implications for people with particular protected characteristics.

Homophobic and Transphobic bullying

School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the RSE curriculum about different types of families and are encouraged to accept all. All staff and parents are aware that homophobic and transphobic bullying are reportable offences. In the event of any such bullying school would record the incident in the bullying incident log and inform all parents involved.

We consider equality implications before and at the time that we develop policy and take decisions, and we keep them under review on a continuing basis.

We record our Equality decision making in a logbook and review our practice with Governors on a regular basis.

Equality Statement and Objectives

Equality Target

Our equality target is to;

- Track the progress of all pupils and vulnerable groups to ensure appropriate progress is maintained.
- To maintain and accelerate the progress of pupils receiving Pupil Premium funding and ensure that Pupil Premium expenditure continues to have a positive impact on outcomes for those pupils targeted.
- To track the attendance of all groups to ensure all groups attend school regularly.
- To promote equality and diversity at all times at Teagues Bridge through all areas of school life.