



# **The Thomas Adams School**

## **Improving Equal Opportunities & Education in a Diverse Society**

Updated August 2021

Reviewed by Governors

## **Preamble**

The School has produced this single scheme to cover and promote the equality characteristics of disability, gender, race, age, religion or belief and sexual orientation and, where appropriate, poverty.

The School is made up of a broad range of individuals and groups with a wide variety of backgrounds, experiences, lifestyles, languages and cultures.

It is part of the School's role to promote the benefits of such pluralism and to challenge all prejudicial and discriminatory practices. The School is therefore committed to a policy of inclusion, eliminating any practices which contribute to inequality on the grounds of race, gender, religion, sexual orientation, ability and disability.

It is the duty of all members of The School's community, teaching and support staff, parents and carers, students and governors, to uphold this policy and see that it is put into practice.

### **1. Policy Statement**

1. In accordance with the School's aims we pledge:
  - to respect the equal human rights of all our students;
  - to educate them about equality, prejudice and negative stereotyping;
  - to respect the equal rights of our staff and other members of the school community;
  - to provide an appropriate learning experience for **all** students in an environment free from prejudice.
  
2. We will look to monitor and assess our current school practices and implement all necessary resulting actions in relation to:
  - ethnicity;
  - religion or belief;
  - socio-economic background;
  - gender/gender identity/gender reassignment;
  - disability;
  - sexual orientation;
  - age;
  - pregnancy or maternity.
  
3. We will promote community cohesion at school, locally, and beyond, comparing our school community to its local and national contexts and implementing all necessary actions.

### **2. Responsibilities**

The Chair of Governors takes the lead, but the governors as a whole are responsible for:

- making sure the school complies with the relevant equality legislation;
- raising awareness of issues of prejudice and discrimination;
- to duly consider issues of equality when making decisions;
- monitoring school's timetable, action plans and student progress in light of these considerations.

The headteacher is responsible for:

- making sure steps are taken to address the school's equality provision;

- making sure the equality, access community cohesion preventing extremism policies are readily available and that the governors, staff, pupils and their parents and guardians know about them;
- producing regular information for staff and governors about the issues and how Thomas Adams is meeting these needs;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents;
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

The senior managers are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures would include:

- identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
- monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns;
- addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents;
- ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met; and
- the impact of additional support on standards achieved is evaluated.

It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of managers to ensure that:

- strategies should be implemented to raise performance, aspirations and self-esteem;
- staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students; and
- an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

Teachers are responsible for ensuring that:

- teaching styles, methods, language, questioning and classroom management includes and engages all students;
- suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds;
- stereotypes and what are thought to be stereotypical activities are effectively challenged;
- teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
- they are aware of possible cultural assumptions and bias within their own attitudes.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;

- taking up training and learning opportunities.

The headteacher is responsible overall for dealing with reports of prejudice-related incidents. Visitors and contractors are responsible for following relevant school policy.

### **3. Monitoring**

We monitor to establish the potential impact of school practice in terms of:

- ethnicity;
- religion or belief;
- socio-economic background;
- gender and gender identity;
- disability;
- sexual orientation;
- age;
- maternity and pregnancy.

Our monitoring includes:

- analysis of outcomes;
- student mentoring;
- student questionnaires;
- parent feedback;
- staff feedback;
- lesson observation.

Thomas Adams School regularly reviews its policy and practice on inclusion, and acts on its findings, to increase the range and diversity of the support for disabled students, and to assure they all achieve both their academic targets and their personal goals.

Ongoing consultation includes:

- The views and aspirations of the disabled young people themselves.
- The views and aspirations of their parents/carers.
- The views and aspirations of other disabled people or voluntary organisations.
- The priorities of the Local Authority.

Consultation takes place through:

- Questionnaires.
- Parents' evenings.
- Phone calls.
- Regular student reviews.
- Regular mentoring with students.

and has also included reviews with outside agencies including:

- Sensory Impaired Service (SIS).
- CAMHS.
- Education Psychologist.
- LA Inclusion Officer.
- LA Officer with responsibility for Looked After Children.
- LA Monitoring Officer.
- Family Support Workers.
- Safeguarding Team.
- Multi Agency Team.

Thomas Adams will continue to make reasonable adjustments for disabled students. Reasonable adjustments meet the statutory requirements when they:

- Act to prevent disabled students being placed at a substantial disadvantage.
- Are aimed at all disabled students.
- Are anticipatory.
- Enable students to participate in education and associated services.

The school continually reviews how information is provided to disabled students/parents/carers, and how other methods could improve that delivery through:

- Continued consultation with students/parents/carers.
- Continued liaison with primary schools.
- Continued liaison with outside agencies.

Identifying the appropriate format must take account of:

- Student's impairments: access to information may be improved for particular groups of students by particular approaches, for example: students with learning difficulties may be able to access information more easily where it is provided in simplified language; students with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems; students with a visual impairment may be able to access information where it has been pre-recorded onto a CD or pod-cast.
- Preferences expressed by students or parents: consideration of a variety of different formats should be built into the design of information produced for students.

### **Management, co-ordination and implementation**

- Ongoing liaison with the school's leadership team.
- Involvement of a designated governor in target setting and review on a regular basis.

## **4 Equality of opportunities for specific groups**

- In this policy, the term "parents" means all those having parental responsibility for a child.

### ***Disability***

Thomas Adams School has high ambitions for all its pupils, including any students with particular physical, learning and emotional needs, thus identifying them as 'disabled' in relation to their peers. (Please see appendix).

A fundamental principle is for all students to have equal opportunities to access a broad and balanced curriculum that takes account of individual needs.

We hope and expect that all our disabled students will participate and achieve in every aspect of school life, given appropriate support and encouragement from all those involved with them.

The Year 6/7 transition process is carefully monitored in order to make sure that:

- All students who will require support in Year 7 have been identified prior to transfer.
- All information regarding the individual student is transferred to establish needs and appropriate strategies.

- All students who require additional visits to familiarise themselves with the school systems of e.g. lesson changeover/moving around the large building/dinner queues, are able to take advantage of individual sessions.
- All students who require specialised intervention are able to meet TAs who will be their Key Workers on entry to Thomas Adams.

The school endeavours to:

- Set suitable learning challenges.
- Respond appropriately to the diverse needs of all students.
- Overcome potential barriers to learning and assessment for individuals and groups of students through regular reviews of school data and personal contact with disabled students and their families.
- Eliminate harassment and promote positive attitudes to disability.

With regard to the wider curriculum, we believe we need to:

- Make reasonable adjustments to ensure access to all physical areas of the school.
- Make reasonable adjustments to ensure access to recreation.
- Make reasonable adjustments to ensure access to educational visits, trips, extra-curricular activities and special events.
- Promote equality of participation.

Thomas Adams aims to identify and remove barriers to disabled students in every area of school life, and to make all young people, and those who support them, valued and welcome.

Admissions to Thomas Adams School for students with disabilities follows DFE Guidance, which states that Children with a Statement of Special Educational Needs which name a particular school, will be allocated places.

Regular SEN monitoring acknowledges that students who are identified as having special educational needs/learning difficulties continue to achieve above nationally expected levels.

Thomas Adams carefully monitors progress of all students through Go 4 Schools, attendance and pastoral monitoring and will intervene quickly if students are struggling to remove barriers to learning. This includes reviews of Reward and Sanction information for all students in order to:

- Review individual progress.
- Identify areas of success and celebrate achievement.
- Identify areas that might require input from external agencies.

The School gathers information on participation in extra-curricular and out-of-school activities in order to:

- Identify areas of success and celebrate achievement.
- Review provision.

We continue to review examination entries and results at Key Stages 2, 3, 4 and 5 in order to:

- Review individual progress and set suitable targets for individual academic progression.
- Identify areas of success and celebrate achievement.

- Identify departmental success and strategies which could be developed in different curriculum areas in which disabled students make less progress, using this as information to target support and Continuing Professional Development.
- Where students have physical and/or learning disabilities, The School will ensure that:
  - whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled students can gain access to the curriculum; and
  - The School works effectively with local services and agencies, providing coherent support.
- The School also has a Disability Policy which provides more detail.

## ***Gender***

The Thomas Adams School will actively seek to:

- Eliminate unlawful discrimination and harassment.
- Promote equality of opportunity between men and women.

### **School Ethos, Vision and Values**

The School stands against sexism.

The Thomas Adams School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, regardless of gender. We will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of service delivery.

We will not tolerate harassment of people based on their gender or transgender status.

We are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At The Thomas Adams School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **What do we understand by 'gender'?**

Sex and gender are terms often used interchangeably. Sex more properly refers to biological differences of male and female; gender refers to society's construction of a system which identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities.

### **Aims of the Policy**

At Thomas Adams we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school irrespective of gender.

Under the gender equality duty all schools now need to take action to:

- Eliminate unlawful discrimination and harassment.
- Promote equality of opportunity between men and women.

Although at Thomas Adams we take positive steps to address gender inequality, we understand that there are many barriers that prevent pupils and staff from achieving and making the most of the opportunities we make available.

To promote gender equality it is vital that the differences between boys' and girls', male and female experiences, attitudes and achievements in schools are understood so that our policies and practices can begin to break down these barriers.

However, we are aware of how factors such as ethnicity and social class also impact on the achievement of boys and girls. This scheme supports our work in trying to tackle all those factors which impact on pupil attainment.

### **Key Aims**

- To promote justice, equality of opportunity and fair treatment for all and thereby allow all students, irrespective of their gender, to achieve the level of success and self respect which they deserve.
- To instil in students an awareness of sexism and to establish an environment where school becomes effective in reducing prejudice and raising self esteem.
- To provide a safe and welcoming place for all of its members.
- To provide an environment where sexist assumptions, attitudes and behaviour are continually challenged.
- To provide a curriculum which gives children the confidence that sexism can and must be eradicated.
- To take appropriate action to deal with any form of sexism within the School.
- To recognise in our teaching the contributions to the development of Science, Technology and the Arts which have been made by both genders.
- The teachers will, by careful use of language and choice of resources, avoid reinforcing stereotypical views of society.
- To use self-evaluation by whole school discussion to assess the implementation of this policy.
- All subject co-ordinators will continually review their schemes of work in the light of this policy with respect to content, methodology, aims and resources.

### **Key gender issues for all those working with young people at Thomas Adams**

At Thomas Adams we will build on our existing practice by:

- continuing to take a key role in shaping the values and attitudes of children and young people and take a lead in challenging gender based harassment, bullying and violence and stereotyping
- taking action to challenge gender stereotyping in subject choice and careers advice (including work experience) as a key part of our whole school curriculum
- including the gender equality duty in the way we plan for school improvement
- building on our positive work around the Healthy Schools initiative
- investigating and addressing complaints of sexual and sexist bullying and harassment
- use positive role models when considering inviting speakers and representatives.



## **Gender in the Curriculum**

The School always seeks to develop positive attitudes in its students by challenging stereotypes and promoting positive role models.

We challenge gender stereotyping within the curriculum i.e. the belief that at secondary level it is more appropriate for girls to study subjects such as English, food technology and languages whereas boys should study science and technology but not drama.

### **Our objectives**

We will do this by:

- using our staff and curriculum to encourage boys' reading
- gathering relevant information and using to inform any actions taken
- analysing pupil achievement data by gender
- consulting with relevant people and using that information to support gender issues
- raising awareness of this policy and its aims through training, parents' meetings, our newsletter, staff meetings and curriculum
- nominating a senior member of staff to co-ordinate the monitoring of sexist bullying.

NOTE: The EOC Code of Practice on the Duty lists key employment issues that are usually the most common ones to be considered, these include:

- Recruitment
- Managing flexible working
- Managing parental and carers leave
- Managing pregnancy and return from maternity leave
- Sexual and sexist harassment
- Transsexual staff
- Grievance and disciplinary procedures
- Equal pay
- Work based training opportunities

**It is a specific requirement of the duty that an equal pay policy is in place.**

### **Monitoring, review and evaluation**

Evaluation and review of this scheme will be carried out in line with our school improvement plan as part of the annual review cycle and will be reviewed by the Monitoring Committee of the governing body.

Gender equality will be monitored in a range of areas including:

- pupil achievement/attainment
- rewards and sanctions including exclusions
- participation

# ***Race***

## **Aims**

The school is committed to:

- Promoting racial equality, good race relations and challenging racial discrimination. This is reflected in all school policies, procedures, processes and practices.
- Ensuring that it is a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued and able to achieve their full potential.
- Protecting the rights of all pupils, staff, parents, governors and visitors to the school.
- Respecting and valuing differences between people.
- Meeting the diverse needs of pupils.
- Preparing pupils for life in a multi-ethnic society.
- Acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination.

## **Implementation**

The school will implement the policy:

- By ensuring that a concern for race equality underpins every aspect of school life.
- By providing appropriate training for staff and governors.
- By ensuring that the whole school community is aware of, and understands, the need to promote race equality, develop good race relations and challenge discrimination.

The school will monitor, review and evaluate the effectiveness of the Race Equality Policy against identified success criteria, in line with the school's overall monitoring, review and evaluation policy.

## **Policy Planning and Review**

### Policy Planning

The school will ensure that:

- Ethnic monitoring data is used to monitor the attainment and progress of pupils, and to set targets for removing any identified disparities between different groups of pupils.
- Ethnic monitoring data on admissions, attendance, exclusions, sanctions and rewards, participation in educational visits, residential experiences and other extra-curricular activities, will be used to inform planning and decision making.

### Reviewing and Evaluating Policies

The school will ensure that racial equality issues arising from reviews and evaluations will be used to inform planning and decision-making.

## **Responsibilities**

### **The governing body is responsible:**

- For ensuring that the school fulfils its legal responsibilities including those arising from the Race Relations Amendment Act and that the school complies with Race Relations legislation, including the general and specific duties arising from the Equality Act 2010.
- With the assistance of the Headteacher, for ensuring that the policy and its related procedures and strategies, are implemented.

### **The governing body will:**

- Maintain an overview of implementation of the race equality policy and racial equality will be a regular agenda item at governor meetings.

- In participation with school management, will be proactive in promoting racial equality and good race relations and tackling unlawful racial discrimination.
- In collaboration with school managers, will encourage, support and enable all pupils and staff to reach their full potential.

**The Headteacher is responsible:**

- With the governing body, for ensuring that the policy and its related procedures and strategies are implemented.
- For ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities.
- For taking disciplinary action against staff or pupils who racially discriminate.

**The Headteacher, with the support of the SLT, will:**

- Co-ordinate racial equality work.
- Deal with reported incidents of racism and racial harassment.
- Ensure compliance with the Race Equality Policy and Equal Opportunities Policy.

**Teaching staff are responsible for:**

- Ensuring that pupils from all racial groups are included in all activities and have full access to the curriculum.
- Promoting racial equality and diversity through teaching and the relationships they develop with pupils, staff and the wider community.

**All staff are aware of:**

- How to deal with racial incidents, and how to identify and challenge racial bias and stereotyping.
- Their duty to promote race equality, promote good race relations and challenge discrimination.
- The need to keep themselves up to date with Race Relations legislation.

Visitors and contractors are responsible for complying with the school's race equality policy.

**Racism, Racial Harassment and School Ethos**

The school:

- Opposes all form of racism, racial prejudice, racial harassment and racial discrimination.
- Publicly values and supports diversity through a range of activities including the PSHE and Citizenship curriculum, assemblies and performances.
- Caters for the dietary and dress requirements of different religious groups and enables pupils to observe festivals and events relevant to their faith.
- Will actively promote good personal and community relations by fostering a positive atmosphere of mutual respect and trust among pupils from all racial groups.
- Has procedures for dealing with, recording and reporting incidents of racial harassment and bullying that are consistent with LEA policies and guidance.
- Will ensure that incidents of racial discrimination or racial harassment involving pupils will be dealt with promptly, firmly and consistently and in accordance with the school's disciplinary procedures for pupils, and that action will be taken to support victims.
- Will work with the LEA and other partners to tackle racism and racial harassment.
- Will ensure that all staff will be given appropriate training and support to enable them to deal effectively with racist incidents, racial harassment and bullying.

- Will ensure that all pupils, staff and parents are made aware of the procedures for dealing with racism and racial harassment and that such behaviour is always unacceptable.
- Will ensure that incidents of racial discrimination or racial harassment involving staff will be dealt with in accordance with the school's discipline and grievance procedures.

### **Admission and Attendance**

This complements the Admissions and Attendance Policy.

The school will ensure that:

- Admissions policy and criteria do not disadvantage pupils from particular racial groups and that action will be taken to remove any inequalities that are identified.
- Comprehensive information about the pupils' ethnicity, first language, and religion will be included in all admissions forms.
- The admissions process will be monitored by ethnicity to ensure that it is administered consistently and fairly to all pupils.
- Parents/guardians are aware of their responsibilities in relation to pupil attendance and absence as indicated in the Home School Agreement.
- Staff who follow up absence are aware of and sensitive to relevant community issues.
- Provision will be made for leave of absence for religious observance and this includes staff as well as pupils.
- Provision will be made for pupils on extended leave to cover missed work.

### **Attainment, Progress and Assessment**

This complements the Teaching and Learning Policy.

The school:

- Has high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards.
- Will ensure that pupil attainment and progress will be monitored by ethnicity and gender and evaluated to identify trends and patterns of underachievement.
- Will take action to remove any disparities in performance between different groups of pupils.
- Recognises and values all forms of achievement and gives recognition to children who achieve their full potential.
- Will monitor assessments to ensure that they are, as far as possible, free of cultural or linguistic bias.
- Will ensure that all pupils are appropriately supported in assessments and that particular attention will be paid to identifying and meeting any support needs for groups that are particularly disadvantaged (e.g. Travellers, refugees and asylum seekers, pupils for whom English is an Additional Language).

### **Behaviour, Discipline and Exclusions**

The school will:

- Monitor exclusions by ethnicity.
- Take appropriate action to remove any disparities in rates of exclusion between pupils from different racial groups.
- Recognise and take into account that cultural background may affect behaviour.

### **Curriculum**

The school will ensure that:

- The curriculum is planned to incorporate the principles of racial equality, challenging racism and promote positive attitudes towards diversity.
- All pupils have access to the curriculum.
- Resources and displays portray positive images of different people and cultures.
- Extra-curricular activities and events will cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

### **Staff Recruitment and Professional Development**

- All staff are encouraged to develop and achieve their full potential.
- The school has procedures to ensure that applicants for jobs, promotion or professional development opportunities are not discriminated against on racial grounds.
- All those involved in recruitment and selection will be trained and aware of what they should do to avoid racial discrimination.
- Applications for posts will be monitored by ethnicity and that the information will be supplied to the LEA on an annual basis.
- Professional development opportunities and promotions will be monitored by the ethnicity.

Breaches of this policy by staff or governors will be dealt with in accordance with the school's discipline and grievance procedures.

### **Partnerships with Parents and Communities**

- All parents are encouraged to participate at all levels in the full life of the school and steps are taken to encourage the involvement of under-represented groups.
- Information and material for parents is accessible in user friendly language and will be available in languages and formats other than English as appropriate.

## Appendix 1

### Handling, Monitoring and Reporting Racist Incidents

Racial harassment results from racist behaviour. Racist behaviour can be defined as any hostile or offensive act or expression by a person or persons of one racial group and ethnic origin against a person or persons of another racial group or ethnic origin or any incitement to commit such an act where there is an indication that the motivation is racial dislike or hatred.

The following are examples of racist behaviour which may occur in all schools:

- a) Physical assault against a person or group because of colour and/or ethnicity.
- b) Derogatory name-calling, insults and racial jokes.
- c) Verbal abuse and threats.
- d) Racist comments in the course of discussion in lessons.
- e) Ridicule and individual for 'cultural' differences, e.g. language, dress, food, music etc.
- f) Refusal to co-operate with other people because of their ethnic origins.
- g) Racist graffiti.
- h) Provocative behaviour such as wearing racist badges and insignia.
- i) Bringing racist materials such as leaflets, comics or magazines into the school.
- j) Attempts to recruit other students to racist organisations and groups.
- k) Incitement of others to behave in a racist way.

### Action to be taken when racist behaviour is suspected

Racist behaviour will never go unchallenged and will be referred to the pastoral system for immediate action.

If racism is suspected we talk to the suspected victim, the suspected racist and any witnesses. If any degree of racism is identified, the following action will be taken:

Help, support and counselling will be given as is appropriate to both the victims and the racists. We support the **victims** in the following ways:

- By offering them an immediate opportunity to talk about the experience with their tutor, or another teacher if they choose.
- Informing the victim's parents/guardians.
- By offering continuing support when they feel they need it.
- By taking one or more of the five disciplinary steps described below to prevent more racism
- We also discipline, yet try to help the **racists** in the following ways:
  - By talking about what happened, to discover why they became involved.
  - Informing the racist's parents/guardians.

- By continuing to work with the racists in order to get rid of prejudiced attitudes as far as possible.
- By taking one or more of the five disciplinary steps described below to prevent more racism.

### **Disciplinary Steps**

- 1) They will be warned officially to stop offending.
- 2) Informing the racist's parents/guardians.
- 3) If they do not stop the racist behaviour they will be suspended for a minor fixed period.
- 4) If they then carry on they will be recommended for suspension for a major fixed period.
- 5) If they will not end such behaviour, they will be recommended for permanent exclusion (expulsion).

### **Monitoring and Reporting Racist Incidents**

All racist incidents are recorded on a standard form. A report of all such incidents is made to the Local Authority on an annual basis.

**REPORT FORM - RACIST INCIDENTS**

Was there a victim (name)?:

Form:

Name(s) of perpetrator(s):

Form:

**DETAILS OF THE INCIDENT:**

Where did the incident take place? \_\_\_\_\_

What happened? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reported by:

Date:

Action taken and by whom:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please indicate if any of the following were contacted:

- |              |                          |
|--------------|--------------------------|
| School       | <input type="checkbox"/> |
| Parent/carer | <input type="checkbox"/> |
| SMDS         | <input type="checkbox"/> |
| LEA          | <input type="checkbox"/> |
| Police       | <input type="checkbox"/> |
| Other        | <input type="checkbox"/> |

Form to be passed to Belinda Howells.



## ***Minority Ethnic Groups and EAL Students***

- The School will ensure that:
  - home - School links are made to involve parents directly in the work of the School;
  - linguistic diversity is positively recognized;
  - interpretation and translation services are made available as quickly as possible;
  - links are established with the local community;
  - staff work effectively with other local services;
  - learning support for ethnic minority and EAL students is efficient and effective;
  - provision is made for the spiritual, moral, and social and cultural education, supported by appropriate resources and information; and
  - students' names should be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from cultures other than their own.

### **Travellers**

- The School will ensure that:
  - travelling children are successfully integrated into the School;
  - where necessary, distance learning packs are provided to support continuous learning;
  - travelling children with special educational needs receive appropriate support; and
  - travellers cultures' are affirmed to share and broaden experiences for all students.

### **Age Equality: challenges for Schools**

- Encouraging and promoting positive attitudes towards older people amongst pupils
- Teaching about ageism as a serious form of prejudice and discrimination in modern societies
- Involving older people in the public life of the School
- Challenging hostile prejudices towards children and young people in the media and the general population
- Giving a voice to children and young people of all ages

### **Class Inequality: challenges for schools**

- Planning and implementing programmes which will close the gaps in achievement between pupils of different social backgrounds and increase the participation of people from lower socio-economic backgrounds in higher and further education.
- Fostering and developing the qualities, skills and insights of allies – people who are not themselves affected by poverty or unequal status but who through their actions and advocacy give moral, political and practical support to people who are.
- Involving pupils of all backgrounds in the public life of the School.
- Creating and regularly reviewing plans for creating greater equality of outcome amongst pupils of different social backgrounds and reporting on progress to governing bodies.

## **Faith Equality: challenges for Schools**

- **Reasonable adjustments**

Making alterations in routines and requirements, as and when reasonable, to accommodate the wishes, preferences and commitments of staff and pupils, and of parents and other carers.

- **Visibility in the curriculum**

Including faith equality issues and positive images of people with a range of beliefs and worldviews in curriculum materials, modules and topics, wherever possible and appropriate.

- **Handling disagreements**

Enabling staff and pupils to respect religious and non-religious views different from their own, but also to critique and challenge them when appropriate.

- **Preventing and addressing bullying**

Using a range of measures to reduce and remove racist and religious harassment and bullying, and promoting positive attitudes and relationships between pupils of different religious and non-religious backgrounds.