



## Equality Information and Objectives

**Adopted:** January 2023

**Review date:** January 2025

Timbertree Academy is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination (direct or indirect), and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school, to aid the development, progress, and needs of all the children in our care.

### ROLES AND RESPONSIBILITIES

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create. Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below.

### KEY GROUPS AT RISK

Whilst the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- Race
- Disability

You can find all the information about our school's SEN provision including our provision for inclusion [and reasonable adjustments] in the school's SEN policy, SEN Information Report and the school's accessibility plan.

- Gender and transgender
- Religion or belief
- Sexual orientation

## **1. OVERVIEW**

1.1 This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

1.2 The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

## **2. OBJECTIVES**

2.1 To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

2.2 To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.

2.3 To eliminate any discrimination, harassment and victimisation. To ensure that no one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

2.4 To recognise and celebrate diversity within our community whilst promoting community cohesion.

2.5 To ensure that this policy is applied to all we do.

2.6 To ensure that pupils and parents are fully involved in the provision made by the school.

2.7 To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

2.8 To ensure that resources across school reflect the diversity and breadth of the school community and the wider community.

## **THE CURRICULUM**

Our curriculum has been written in line with our school values and with an explicit intent to promote diversity and equality – through a diverse curriculum that celebrates the achievements of thinkers, activists and role models who reflect the diverse make-up of our school.

Our PSHE curriculum addresses equality and diversity in an age-appropriate way so that pupils understand the central importance of treating others with respect and kindness, no matter their gender, race or any other characteristic.

### **3. GOOD PRACTICE**

3.1 We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

3.2 We aim to enhance a wider sense of community locally, as well as in the context of the UK and world communities.

3.3 We support 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. Through our policies and actions, we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

3.4 We consider it essential to maintain the practice of logging Hate incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school. We monitor and log Hate incidents under the six categories of bullying, homophobia, racist, faith / religious, gender, related to SEN or disability.

### **PROMOTING EQUALITY AND SOCIAL AWARENESS IN SCHOOL AND WITHIN THE LOCAL COMMUNITY**

#### **Community cohesion**

The school expects all its students and staff to act respectfully towards members of the wider community that the school is part of.

#### **Inclusion**

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's SEN policy.

#### **Pupil voice**

Through our support of student voice, we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

#### **Equal opportunities for staff**

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made because of merit and ability and in compliance with the law
- staffing of the school reflects the diversity of our community wherever possible

- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce including the duty to make reasonable adjustments
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice
- 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.

### **Staff discipline and suspension**

Timbertree Academy is committed to ensuring that all school staff are treated fairly and consistently and anyone not adhering to these values is held to account through our staff discipline, conduct, and grievance policy.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The school's PDR policy provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees and hopes never to have to discipline anyone as a result of misconduct.

## **5. OUTCOMES**

5.1 This policy will play an important part in the educational development of individual pupils.

5.2 It will ensure that all pupils are treated equally and as favourably as others.

5.3 The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

5.4 We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.

## **6. EQUALITY OBJECTIVE**

6.1 The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.

6.2 Our equality objectives focus on those areas where we have agreed to act to improve equality and tackle disadvantages.

6.3 We will regularly review the progress we are making to meet our equality objectives.

## **Behaviour, exclusions and attendance**

The school behaviour policy takes full account of the duties under the Equality Act 2010. We make reasonable, appropriate and flexible adjustments for pupils with SEN and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and will act to address any concerns that arise in this area.

Read our school attendance, behaviour and exclusions policies for more information on the processes surrounding these topics.

## **7. POLICY REVIEW**

7.1 This policy will be reviewed every year by the Local Governing Body as part of its monitoring cycle. Next review due January 2025.