

Equality at Timu Academy Trust

Updated: February 2021

The Timu ethos

Our Trust ethos is that Together Everyone Achieves More and part of the way this is embedded in our schools is through our approach which ensures that equality of opportunity is available for all members of the school community. This doesn't mean treating everyone the same, but understanding and tackling barriers which could bring unequal outcomes for different groups of pupils or staff, celebrating and valuing equal opportunity achievements and the strengths of all in our community.

This approach can be summed up in the image below

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

We want all children in our Trust to develop the self-esteem, awareness and self-confidence to play an active part in school life, and be valued and valuable members of our school communities.

Principles

The Public Sector Equality Duty 2011 has 3 main aims:

- Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We believe that equality at our Trust should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. We want to provide an environment which is free from unlawful discrimination, harassment or victimization of any kind. We want to educate our pupils in an environment which recognizes, celebrates and draws upon local diversity and offers equal respect, appropriate support and fair rewards for all our pupils.

At our school, equality is a key principle for treating all people the same. The Equality Act defines eight 'Protected Characteristics'

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion and belief
- Gender
- Sexual orientation

We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, sexual harassment and discrimination and we promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

This is particularly important in our context since the majority of the pupils are White British and so developing our curriculum to reflect other cultures, diverse communities and LGBTQ+ is a priority for the Trust this year. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist.

Our school admissions policy is equally open to pupils of all groups.

We believe that these commitments are as important in the context of our school as well as in a school with a more ethnically diverse population.

Disability and SEN

In the Equality Act, 'disability' is defined as follows:

- 'A person has a disability for the purposes of this Act if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.'

Not all children with disabilities will have SEN- the Department for Education defines children with SEN as:

- 'Having learning difficulties or disabilities which make it harder for them to learn or access education than most other children of the same age.'

There can be a significant overlap between the two groups and a child may fall within one or more of the definitions.

The Equality Act makes it illegal to discriminate against a person with a disability for a reason related to their disability. It is also illegal to have rules, policies or practices which apply to everyone but which may disadvantage people with disabilities. Our school is required to make reasonable adjustments to allow children with disabilities to fully take part in the activities. These requirements are derived from the Disability Discrimination Act-

- Less favourable treatment– children with disabilities are entitled not to be treated less favourably than non-disabled children for a reason relating to their disability, without reasonable justification.
- Reasonable adjustments– children with disabilities are entitled to have reasonable adjustments made with respect to admission arrangements or in provision of education and associated services, to prevent them being placed at a substantial disadvantage, unless the refusal to make those adjustments can be justified.

Current profile of the Trust schools

As of February 2021 the profile is as follows:

EYFS

2020-2021 Pupils in Reception

Schools (2)	Pupils	Boys/Girls	SEND Provision	Pupil Premium
Bobbing Village School	30	57% Male 43% Female	3% EHC Plan 3% SEN Support	13%
Iwade School	90	54% Male 46% Female	2% EHC Plan 2% SEN Support	10%
Totals	120	55% Male 45% Female	3% EHC Plan 3% SEN Support	11%
Legend		Male (Blue) Female (Pink)	EHC Plan (Red) SEN Support (Yellow)	

KS1 & KS2

2020-2021 Pupils

Schools (2)	Pupils	Boys/Girls	SEND Provision	Pupil Premium
Bobbing Village School	209	54% Male 46% Female	5% EHC Plan 5% SEN Support	12%
Iwade School	620	52% Male 48% Female	10% EHC Plan 10% SEN Support	13%
Totals	829	52% Male 48% Female	8% EHC Plan 8% SEN Support	13%
Legend		Male (Blue) Female (Pink)	EHC Plan (Red) SEN Support (Yellow)	

Monitoring

The Trust and School Development Plans are written with consideration to equality. The Strategic Team are responsible for leading, evaluating and reporting on equality. The Heads of School feedback at least annually to the Local Governing Body who share this with the Trust Board.

We use our outcomes and progress tracking for every child to identify any child who is struggling or at risk of falling behind. Our schools performance is compared to national expectations to identify any areas to continue to develop for all groups of pupils.

See the Equality information and objectives policy for full details on our objectives set for the next 3 years. These objectives are reviewed each year for impact.

Using our curriculum

We also use curriculum design and opportunities to develop our curriculum rationale which is:

- To develop *independent, collaborative, resilient and curious* learners who are *critical thinkers* which enables them to develop and adapt *to our ever changing world*
- To be *respectful, socially aware, well-mannered and environmentally conscious* for the benefit of society and our planet

- For all children to be fluent and avid readers, with opportunities to develop and build their vocabulary, so that **all children regardless of their background or barriers** can access all areas of the curriculum
- To provide opportunities to engage parents and carers in supporting and developing their children, both in school and at home to develop a love for learning
- To allow and encourage flexibility and support, to cater for pupil needs and interests
- To use a STEAM (Science, Technology, Arts, Engineering & Maths) approach to enable children to make links in their learning, deepen their understanding, motivate and inspire
- To enable our children to develop their critical thinking for all aspects of their lives

Teaching and learning

Effective teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

Over the year 2020/21 we have a project running developing BAME and removing cultural bias from Science.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;

- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme)
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;

Pupils will have opportunities to explore concepts and issues relating to identity and equality through PSHE

All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.

Ethos and Atmosphere

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;

There should be an 'openness' of atmosphere which welcomes everyone to the school;

The children are encouraged to greet visitors to the school with friendliness and respect;

The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;

Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities.

Covid-19 update: Due to the mitigating factors in place to keep pupils, staff and families safe, whole school assemblies cannot currently take place, but class and community assemblies can take place virtually.

Resources and Materials

When ordering new resources and materials we consider how they show equality. The provision of good quality resources and materials within our school is a high priority. These resources should:

- Reflect "the reality of an ethnically, culturally and sexual diverse society;"
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important that at our school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.
- Use first language effectively for learning

We have limited learners who are English as an Additional Language, but where necessary, we offer translations for these families, such as translating our Parent guides into Turkish.

Extra-Curricular Provision

It is the policy of our school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

Covid-19 update: extra curricular clubs are not taking place due to the pandemic.

Provision for Bilingual Pupils

We undertake at our school to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Pupils whom English is an additional language;

For example, we employed an additional TA to support a refugee family in one of our schools.

Personal Development and Pastoral Guidance

- Pastoral staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils;
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges

Staffing and staff development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female staff at both key stages.

We undertake to encourage the career development and aspirations of all individuals. We do not discriminate in promotions for part time staff, nor deny opportunities for CPD.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

- 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 avoid discrimination and ensure equality good practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policies and practices are covered in all staff inductions
- All supply staff are made aware of equalities policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).
- The school has a clear, agreed procedure for dealing with incidents such as these.

Full details can be found in our Positive Behaviour Principles handbook for how we deal with incidents of bullying or discrimination.