



THOMSON HOUSE SCHOOL

# Thomson House School Equality Policy & Equality Objectives

Agreed by: Education Committee

Date: June 2023

Review Cycle: Three years

Next Review Date: June 2026

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Business Manager

**THOMSON HOUSE SCHOOL**  
**Equality Policy**

## **Relevant Legislation**

The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

THS also has a duty to promote community cohesion (under the Education and Inspections Act 2006). Community Cohesion means we are working towards a society in which:

- there is a **common vision and sense of belonging** by all communities
- the **diversity** of people's backgrounds and circumstances **is appreciated and valued**
- similar **life opportunities are available to all**
- **strong and positive relationships** exist and continue to be developed.

## **THS Equality Objectives**

At THS we take pride in our diverse community and reputation for inclusivity and are committed to equality of opportunity and community cohesion.

We:

- Believe every member of our school community has the right to receive education or employment in an environment which is free from prejudice.
- Believe every pupil has the right to receive the best possible education. We are committed to providing all our pupils with equal opportunities to thrive in a setting free from discrimination in all its forms.
- Strive to be a school where adults and children whatever their race, religion, gender, abilities, family and social circumstances will find safety and respect for themselves, their families and their traditions.
- Want to ensure that every member of our community respects others and is respected, is supported to achieve his or her full potential and is welcomed and valued.

To make this commitment real, we develop all our policies based on the needs of our school and its community. In practice:

1. We try to ensure that everyone is treated fairly and respectfully

2. We make sure that our school is a safe and secure place for everyone
3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
4. We aim to make sure that no-one experiences less favourable treatment or discrimination because of their:
  - age
  - disability
  - ethnicity, colour or national origin
  - gender
  - gender identity (they have reassigned or plan to reassign their gender)
  - marital or civil partnership status
  - being pregnant or having recently had a baby
  - religion or belief
  - sexual identity and orientation
  - special educational needs
5. We recognise that some pupils need extra support to help them to achieve and be successful
6. We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

### **Equality objectives for THS**

Objective 1: attendance - to sustain attendance above 97%.

Objective 2: extra-curricular clubs - to ensure that all children participate in at least one extra-curricular club during the year.

Objective 3: music tuition - to ensure that all children are given the opportunity to learn a musical instrument (including voice) and perform at least once, on stage, during the year.

### **Responsibility**

The ultimate responsibility for this policy lies with THS Full Governing Board.

The full governing body has delegated responsibility to the Finance Committee to:

- Adopt, review and update the equality policy
- Monitor and evaluate the operation and impact of the equality policy
- Monitor and review the equality impact of other policies
- Provide the resources and support structures needed to ensure the effective implementation of the policy.
- Report to full Governing board any issues relating to this policy

The Executive Head Teacher and the Senior Leadership Team (SLT) have day-to-day responsibility for implementing this policy. They will ensure to:

- Communicate the policy and its implications to staff, pupils, parents and other bodies
- Organise the delivery of relevant training for staff
- Monitor and report on the operation of the policy
- Take any remedial actions as required

### **Scope of Policy**

The scope of the THS Equality Policy is applicable to all aspects of the work of the school. With more specific areas, THS applies the following approach:

#### **An Inclusive Curriculum**

At Thomson House School, all pupils have the opportunity to develop their knowledge, skills, concepts and experiences through participation in a challenging, broad and balanced curriculum. We have high expectations of all our pupils and do not make assumptions about ability or areas of interest.

Teachers to have due regard to three key principles: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning. The curriculum guidance for the Early Years Foundation Stage makes the same commitment to meet the diverse needs of children through: careful planning; appropriate teaching strategies and support; providing a safe environment.

#### **Pupils**

Through our work in the classroom, we will ensure that pupils understand the importance of equality and what forms discrimination can take and the impact discrimination can have. We will also seek to foster within our pupils their own commitment to promoting equality.

#### **Classroom Management and Organisation**

Teachers develop strategies to ensure appropriate access to classroom equipment and resources. They regularly mix groups to enable pupils to work with a range of class members. We use a variety of VAK teaching strategies which include whole class teaching, group discussions, paired and individual activities.

#### **Pupil Welfare and Guidance**

Pupils are offered strong support by their class teacher and other members of the school community. As well as assemblies and a class-based programme of PSHCE,

which includes sex and relationship education, there are many planned opportunities arising from English and humanity topics to discuss equality issues, to challenge stereotyping, discrimination and harassment. These ensure that issues are dealt with pro-actively.

## **Staff**

The school is committed to the principles of equal opportunities and monitors the promotion of equality in all aspects of staffing. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. The school is mindful that the staffing of the school should reflect the diversity of our community. A commitment to equal opportunities is included in the selection criteria for all posts. All new members of staff receive induction. The staff handbook and all policies are available on the VLE and website. Thomson House School is committed to providing high quality CPD to encourage teachers and support staff to develop their professional skills and career.

## **Child Protection**

The safety and wellbeing of each child in our care is our top priority. The [THS Child Protection and Safeguarding Policy](#) gives further details of our procedures and key personnel. All staff receive safeguarding and child protection training. The school works closely with other agencies to promote the safety and well-being of our children.

## **Resources**

The term "resources" is used to include all the learning materials used in school. Our displays will present positive images of people from all sections of our society. We aim to show a positive portrayal of women and men, people of different ages, physical abilities, races and religions, across the social class spectrum. When ordering new resources, we will choose material which challenges stereotypes and promotes diversity and community cohesion.

We aim to meet specific resource needs for pupils of different abilities and needs. Please see the [THS Inclusion Policy](#).

## **School Organisation and Management**

The leadership and management of the school will ensure that extra-curricular activities are available to all children and timetabled to promote equal access wherever possible. It will celebrate the success of individuals. They will provide opportunities for girls and boys to see women and men in a wide variety of roles including work, domestic and recreational roles. The Executive Head Teacher will ensure that the [THS Behaviour Policy](#) is fairly enacted for both girls and boys and will report to the Governors on equality issues at the school.

## **Learning Ability including SEN and Academically More Able**

Thomson House School recognises that all pupils are entitled to follow a challenging, broad and balanced curriculum suited to their needs. We aim to ensure that all pupils have access to such a curriculum. Much time and care is put into the identification of children with educational needs, including the more able, and strategies put in place to support their learning. All staff will have high expectations of all pupils. There is a wide range of resources available to cater for pupils of all abilities.

### **Physical Ability**

The school welcomes staff and pupils with differing physical abilities within the limitations of the school building and day to day practicalities, in compliance with the Disability Discrimination Act 1995. For more information about how the school meets the needs of children with differing learning or physical abilities, please see the [THS Special Educational Needs Report](#) and the [THS Inclusion Policy](#), the [THS Accessibility Plan](#) and the [THS Health and Safety Policy](#).

### **Race and Additional Languages**

Thomson House School welcomes a diverse population and recognises that it enriches the school in a positive way. All staff and pupils are encouraged to celebrate other cultures and languages. Resources should present a global world view and promote a positive view of our multi-racial society, as well as respect for people as individuals.

A number of our pupils are bi or multilingual. Bilingual children may receive additional EAL support from the teacher and other adults that are deployed in class, focusing on the development of reading, writing and speaking and listening skills. We understand that children need time in which to feel secure and that they may experience a "silent" period. Resources will include dual language texts where appropriate. Children will be given opportunities to use their first language.

### **Religion**

We welcome families of any religion and no religion. Lessons and assemblies give pupils opportunities to learn about a variety of world religions. Collective worship is of a broadly non-denominational Christian nature. Pupils are encouraged to accept and respect a variety of religious and cultural views. Displays and resources reflect the diversity of religions.

### **Sexuality**

The school welcomes parents, carers and staff, whatever their sexual orientation. Relationships and Sex Education (RSE) is part of the personal, social and health

education (PSHE) curriculum. Homophobic bullying will be challenged. Please see the [RSE Policy](#) and the [THS Behaviour Policy](#).

### **Mental health and drug/alcohol abuse**

The school is sympathetic to the needs of families with mental health issues or drug or alcohol abuse. Information given to teachers is treated with sensitivity and only passed on to other members of staff who have contact with the child and may need to be aware of a particular home situation.

Other areas where equality is monitored:

- Admissions – school leaders report regularly to Governors regarding the number of pupils on roll in different groups – this is to ensure that provision is appropriate. The THS Admissions Policy treats all applications to the school equally, except for those applications which involve SEND, medical or social need where priority may be given – for further details please read the [THS Admissions Policy](#);
- Attendance – school leaders report regularly to Governors regarding both pupil and staff absence rates. Whilst different groups are monitored, this is done so to ensure support can be put in place where needed;
- Staff pay and reward - the THS Pay Policy upholds pay and remuneration in line with the job role/description. Starting salaries are based on the job role band and the experience of the individual, irrespective of gender, age, sexual identity, disability, ethnicity, colour or national origin, gender identity (they have reassigned or plan to reassign their gender), marital or civil partnership status, being pregnant or having recently had a baby, religion or belief, sexual identity and orientation or special educational needs
- Other bodies – THS has a strong open-door policy towards parental consultation and involvement, collaboration with external bodies and contracting arrangements.

### **Dealing with Equality Complaints and Grievances (Including harassment)**

We have a clear procedure for dealing with complaints and grievances including those regarding harassment. For more information, please see the [Complaints Procedure](#).

Harassment on account of ability, gender, race, religion, sexuality or social background is not tolerated. We aim to take all incidents of harassment seriously and the school has a statutory responsibility to deal with racial and sexual harassment.

### **Reporting**

To evidence THS's commitment to equality, the school

- Publishes information regularly about our school population in Governing Body minutes; on the DfE school information website and on the school's website.
- Shows through the weekly Bulletin and website how we have due regard for equality and how we promote community cohesion
- Publishes our equality objectives to show how we plan to tackle inequalities and improve what we do.

### **Monitoring**

The Governors' Education Committee monitors this policy, its effectiveness and any issues arising.

Examples of areas that will be monitored (not limited to) include:

- admissions
- racial incidents
- homophobic bullying incidents
- bullying
- attainment
- attendance
- punctuality
- SEND register
- Wraparound care
- selection and recruitment of staff
- governing body representation and retention
- parents' involvement in the life of the school (representation on FOTH, attendance at parents' evenings, volunteering in the classroom,).

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