



Equality Objectives and Action Plan 2025 -2029

The Equality Act defines three public sector duties as follows:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between people who have protected characteristics and those who do not.

The duty requires us to remove or minimise disadvantages, take steps to meet different needs and encourage participation when it is disproportionately low. As part of our responsibilities under the Equality Act, we are required to publish equality objectives every four years and review them annually. The Act aims to value diversity, tackle discrimination and promote equality between those who have defined protected characteristics and those who do not. Under the definitions of the Act, the protected characteristics are: age, disability, race, gender reassignment (identity), marriage / civil partnership, pregnancy /maternity, religion or belief, sex and sexual orientation. We also include consideration of health needs, mental health, disadvantage and SEN.

At Thomson House School (THS), we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, gender, sex, socio-economic background and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At THS, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.



Objective	Success Criteria	Timescale
Embed statement, policy and action plan throughout school life.	<ul style="list-style-type: none"> • Equality policy and statement to be published on the website for all parents/carers. • To be shared with staff and with pupils via school council, RRS steering group and assemblies. 	Ongoing
Monitor and analyse pupil achievement by gender, race, disadvantaged pupils, SEND and EAL.	<ul style="list-style-type: none"> • Monitor progress through Pupil Progress meetings with class teachers and SENDCo. • Ensure that outcomes and follow up actions such as interventions are implemented and regularly monitored 	Monitored at each assessment point
To narrow any gaps in attainment between disadvantaged pupils and non-disadvantaged pupils.	<ul style="list-style-type: none"> • Regular analysis of data. Identify focus areas. • Ensure that interventions are in place. • Additional interventions for disadvantaged pupils in Year 6 if required. 	Monitored at each assessment point
To improve attendance of pupils who have SEND.	<ul style="list-style-type: none"> • Track and monitor attendance of all children and key groups but especially pupils with SEND. • Identify strategies to support families make improvements to overall attendance. 	Ongoing
Promote positive images and attitudes towards those with protected characteristics – focus across all 9 areas and other groups (age, disability, race, gender reassignment (identity), marriage /civil partnership,	<ul style="list-style-type: none"> • Continue to promote positive attitudes through selecting class texts and independent reading books throughout school by reviewing current stock of texts used in English and in the library against the protected characteristics. • Research texts which either specifically teach about the characteristics or characters within them have protected characteristics. • Ensure a range of books and resources are available for assemblies / key focus days across the year (e.g. world autism day / epilepsy awareness day/ black history month/ 	Ongoing



<p>pregnancy/maternity, religion / belief, sex, sexual orientation and health needs/mental health).</p>	<p>International women’s Day etc) Embed RSE throughout curriculum, with a particular focus on PSHE /RE /Science /Computing /PE</p> <ul style="list-style-type: none"> • Liaise with subject leaders to monitor inclusion and evidence of diversity strands throughout wider curriculum planning. • Whole school or Key Stage assemblies promote learning about hidden disabilities. 	
<p>Promote UNICEF Rights Respecting language though all years in all subject areas</p>	<ul style="list-style-type: none"> • Ensure that UNICEF Rights Respecting language is embedded in lesson plans and teaching materials across all subjects and year groups. • Provide training sessions for teachers to understand and effectively use UNICEF Rights Respecting language. • Assess pupils’ understanding and use of UNICEF Rights Respecting language through surveys, interviews, and classroom observations. • Foster a school environment that reflects UNICEF Rights Respecting values through visual displays, posters, and activities that promote these values, as well as feedback from pupils, staff, and parents. 	<p>Ongoing</p>
<p>Ensure that all displays and class pages on the website, promote diversity in terms of race, gender, different family arrangements and disabilities.</p>	<ul style="list-style-type: none"> • Monitoring by PSHE leads of displays in class, around school and on class pages on the school website. Feedback to staff as necessary 	<p>Ongoing</p>



<p>Celebrate cultural events, special months/days and religious festivals throughout the year</p>	<ul style="list-style-type: none"> • Assemblies, lessons, visits and visitors provide opportunities for children to learn about a range of religions and cultures, and this is monitored throughout the year. • Each year group to experience some form of religious experience during the course of one school year. 	<p>Ongoing</p>
<p>Respond to racist, homophobic sexual and bullying incidents. Track patterns using CPOMs information. Take immediate action where necessary following school behaviour policy</p>	<ul style="list-style-type: none"> • Analysis of CPOMs information. Track any repeated incidents involving same pupils to ensure patterns in behaviour are not repeated. • Behaviour policy followed consistently to eliminate incidents. Ensure parents are contacted and are satisfied with the school's actions. • Report incidents in the Head's report to LAC members. • Members of SLT to complete Equality and diversity awareness course on The National College training annually 	<p>Ongoing</p>
<p>Reasonable adjustments are made for pupils with a disability or health need.</p>	<ul style="list-style-type: none"> • Update and review accessibility plan at least yearly • Clear understanding of pupil needs • Strong partnerships with parents/carers, external services to ensure pupil needs are met • External agencies involved where appropriate to ensure pupils receive individual support where needed • Risk assessment carried out for educational visits 	<p>Ongoing</p>