



THOMSON HOUSE SCHOOL

Thomson House School Equality Information and Objectives

Agreed by: Governor's Finance and General Purposes Committee
Date: January 2015

Review Cycle: Four years
Next Review Date: January 2019

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Business Manager

THOMSON HOUSE SCHOOL

Equality Information and Objectives

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.

Our Equality Objectives

At Thomson House School we are committed to equality of opportunity and community cohesion. We believe that every member of our school community has the right to receive education or employment in an environment which is free from prejudice. 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. We 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. We 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 have developed policies based on the particular 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.

We welcome our duties to promote community cohesion (under the Education and Inspections Act 2006) and to eliminate discrimination, to advance equality of opportunity and to foster good relations (under the Equality Act 2010). We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

We will:

- Publish information annually about our school population
- Show through our Bulletin and website how we have due regard for equality and how we promote community cohesion
- Publish our equality objectives to show how we plan to tackle particular inequalities and improve what we do.

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.

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 literacy 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 Child Protection and Safeguarding Policy gives further details of our procedures and key personnel. All staff receive 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 Special Educational Needs and 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 Head Teacher will ensure that the 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. Children are ability grouped where appropriate and work is differentiated so that all pupils can achieve success towards individual targets.

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 DDA. For more information about how the school meets the needs of children with differing learning or physical abilities, please see the Special Educational Needs and Inclusion Policy, Accessibility Policy and 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 should reflect the diversity of religions.

Sexuality

The school welcomes parents, carers and staff, whatever their sexual orientation. Sex and Relationships Education (SRE) is part of the personal, social and health and cultural education (PSHCE) curriculum. Homophobic bullying will be challenged. Please see SRE Policy and 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.

Dealing with Harassment

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

Monitoring and Evaluation

The Head Teacher, together with the Governors' Finance and General Purposes Committee, monitors the policy, its effectiveness and any issues arising. There are other opportunities for monitoring such as in the annual data analysis of test results and in our compliance with LA monitoring of the recruitment process.