

# Tornedale Infant Academy



# SINGLE EQUALITY POLICY

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	AJB	New Format	April 2026	April 2029

## Table of Contents

1.	LEGAL DUTIES .....	3
2.	COMMUNITY COHESION .....	3
3.	OUR SCHOOL ETHOS.....	3
4.	CURRICULUM.....	4
5.	EQUIPMENT AND RESOURCES.....	4
6.	IN DELIVERING THE CURRICULUM WE: .....	4
7.	PUPILS ATTAINMENT, PROGRESS AND ASSESSMENT .....	5
8.	ADMISSIONS AND TRANSFER PROCEDURES .....	5
9.	PUPIL BEHAVIOUR.....	5
10.	FOR THE PARENTS/VISITORS WE: .....	5
11.	PARENTS, GOVERNORS AND COMMUNITY PARTNERSHIP .....	5
12.	STAFF RECRUITMENT AND CAREER DEVELOPMENT .....	6
13.	DUTIES TO EMPLOYEES: .....	6

## **1. LEGAL DUTIES**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (employees only)
- Disability
- Race (includes ethnic or national origins, colour or nationality)
- Gender (includes issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief (includes lack of belief)
- Sexual identity
- Marriage and civil partnership

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information
- demonstrate compliance with the general duty across its functions (We will not publish any information that refers specifically to a particular child)
- prepare and publish equality objective

## **2. COMMUNITY COHESION**

We welcome our duty under the Education Act and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect the international human rights standards as expressed in 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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## **3. OUR SCHOOL ETHOS**

At Tornedale we work together as a team to provide a welcoming, stimulating and caring environment. We value each individual and the contribution they make to the school community. We believe in mutual respect and support for each other and have high expectations of work and behaviour.

We aim to achieve this by:

- Treating all those within the whole school community (eg pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing each other's' similarities and differences and facing equality issues openly.
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

#### **4. CURRICULUM**

- This school promotes an inclusive curriculum which reflects the nature of our society.
- Equality is promoted and discrimination challenged in all areas of the curriculum.
- Curriculum planning takes account of the needs of all pupils.
- Teaching methods and styles take account of the needs of pupils from different groups and encourage positive attitudes to difference.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of diversity and equality.
- There is acknowledgement of the importance of challenging discrimination in all areas of the curriculum.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils

#### **5. EQUIPMENT AND RESOURCES**

- At Tornedale we will provide a wide range of play situations
- We ensure that structured play areas give a range of opportunities and a variety of dressing up clothes and materials which encourage, for example, boys to be nurses and girls to be police officers.
- We have clothes, materials and equipment which reflect other cultures
- We have books, pictures and materials which portray male and female in a range of roles, showing diverse qualities and skills eg fathers caring for children, working mothers etc
- We have a range of books, pictures and materials which show positive images of people from different cultures and ethnic groups.
- We have pictures and books which present positive images of disabled people and reflect their achievement.
- We make opportunities for adults from other cultures to talk with the children, share stories, poetry, music and dance; opportunities for children to meet visitors from our community as part of a topic eg female dentist, male nurse and opportunities to meet people with disabilities.

#### **6. IN DELIVERING THE CURRICULUM WE:**

- Draw on children's own experiences in order to make the curriculum more meaningful
- Ensure the children are presented with positive role models
- Promote a positive self-image for all members of the school community

- Develop the potential of all children and to promote mutual respect and tolerance
- Encourage everyone to act positively against any form of discrimination

## **7. PUPILS ATTAINMENT, PROGRESS AND ASSESSMENT**

- Pupils' attainment and progress in individual subjects is monitored individually and by significant group.
- The school develops strategies for tackling differences in the attainment and progress of particular groups.
- Targets are set for each individual child which reflect their individual needs.
- All pupils have equal access to age-appropriate extra-curricular activities.
- Every pupil is offered the support and guidance they need.

## **8. ADMISSIONS AND TRANSFER PROCEDURES**

- Doncaster Local Authority (LA) will take active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.
- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance, through leave of absence and authorised absence.

## **9. PUPIL BEHAVIOUR**

- The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils.
- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between groups.
- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community
- The monitoring system (Cpoms) used by the school enables the school to report the relevant details to Doncaster LA on request.

## **10. FOR THE PARENTS/VISITORS WE:**

- Ensure that absentee parents are aware of significant events such as parents evening as well as the residing parent.
- Events are held in an accessible part of school and space is set aside for pushchairs in these events.
- Good notice is given of events that parents may like to attend to enable them to organise care.
- Invite parents to help in a variety of ways to suit a range of skills.
- Have unisex and accessible toilets

## **11. PARENTS, GOVERNORS AND COMMUNITY PARTNERSHIP**

- Parents are welcome and respected in school.
- People from all communities/groups are encouraged to become school governors.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school seeks to support all governors performing their role, for example, through school induction procedures for new governors.

- All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve all parents in the life of the school.
- The school aims to develop links with underrepresented minority groups.
- The school encourages community groups to use its facilities for after school activities and for holiday schemes.

## **12. STAFF RECRUITMENT AND CAREER DEVELOPMENT**

- When advertising for new members of staff we will actively promote equality. Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation. Everyone involved in recruitment and selection adheres to this Code.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- Staff and governors go through regular and systematic training programmes on racial equality issues. Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- The school takes active steps to ensure that selection for redundancy avoids discrimination:
- Steps are taken to ensure that pupils/adults working on a temporary basis in the school are not subjected to racism or racial harassment.
- Male and female members of staff are paid equally, and given the same consideration for promotions.
- We will follow up seriously any reports of bullying or harassment of staff.
- We have grievance and disciplinary procedures in place and staff are aware of these.
- Staff challenge racism and stereotyping and promote racial equality in education, employment, training and career choice.

## **13. DUTIES TO EMPLOYEES:**

We follow the guidelines set down for the following. These are in line with the EOC code of practice.

1. Work/life balance
2. Parental leave
3. Dependents leave
4. Flexible working
5. Part time workers
6. Paternity and maternity leave
7. Equal pay

For support staff we consider requests for a flexible day to allow parents to attend their own children's events, parents meetings etc.

We support access to on line learning in school for staff.

We will monitor the action taken to ensure that progress is being made towards meeting the Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions. If any adverse impacts are identified during the monitoring process, the action plan will be revised.

<b>School Community</b>	<b>Responsibility</b>
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these
Headteacher	As above including Promoting key messages to staff, parents, and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report related incidents
Senior Management Team	To support the headteacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report related incidents
Teaching Staff	Help in delivering the right outcomes for pupils Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents
Support Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the headteacher on how parents/carers can be expected to be treated Support colleagues In the school community
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackle inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated
Local Community Members	Take an active part in identifying barriers for the school community and informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.