



Townlands Equality, Diversity & Inclusion Review - 2022-2024

Background

Under the Equality Act 2010, Townlands has a public sector equality duty or "general duty" that requires us to: eliminate unlawful discrimination, advance equality of opportunity and to foster good relations. Furthermore, we have a duty to publish information annually to explain how we have due regard for equality, to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

How We Have Due Regard for Equality

We are required to have due regard to eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010. The following information aims to show that we give careful consideration to equality issues in everything that we do.

- We are aware of the requirement of the Equality Act 2010 that it is unlawful to discriminate, treat people less fairly or put them at disadvantage.
- We aim to provide training for our governors and staff on the Equality Act 2010.
- Our Equality Diversity & Inclusion Policy clearly set out roles and responsibilities so all individuals understand their own responsibilities and the role they can play to eradicate any form of behaviour or conduct that is not supported by the policy.
- We aim to keep accurate records, when appropriate and possible, of the protected characteristic of our pupils.
- We have a Behaviour Policy that treats all pupils fairly and takes into account their many differences.
- We have a Staff Code of Conduct and Governor Code of Conduct that is based on the values of mutual respect and treating others how you would like to be treated yourself. It also states clearly that discrimination, harassment or victimisation will not be tolerated.
- We deal promptly and effectively with all incidents and complaints.
- We have a SEND policy that outlines the provision that Townlands makes for pupils with special educational needs, ensuring every pupil has the same opportunities as their peers.
- We have an accessibility plan that supports all members of Townlands to reach their full potential.

- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have clear recruitment processes which follow safer and fair recruitment practices.
- We have procedures for addressing staff discipline, conduct and grievances.

How We Advance Equality of Opportunity

- We support all pupils by meeting their individual learning needs.
- We monitor the attainment and progress all our pupils.
- Our pupil admissions are in line with our LA and Diocese, giving priority to pupils with special educational needs and those in care.
- We follow fair and safer recruitment practices to ensure equality of opportunity.
- We make reasonable adjustments to staff with underlying health conditions to support them in work.

How we Foster Good Relations and Promote Community Cohesion

- Our curriculum development recognises equality, diversity and inclusion.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- The curriculum is supported by resources that reflect the diverse communities of modern Britain.
- We promote and share information with our staff about equality campaigns and festivals to share knowledge and understanding about the experiences of individuals with a protected characteristic and of different communities and cultures.

Actions Taken

These are the actions Townlands have taken to, eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity between different groups and foster good relations between different groups.

a) Pupils' attainment and progress

Townlands expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards. The school recognises and values all forms of achievement. We monitor and analyse pupil performance by ethnicity, gender, disability and special educational need. Any disparities which are identified will be addressed through targeted interventions.

b) The quality of provision - teaching and learning

At Townlands all staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be

marginalized. We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles."

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations of support staff are kept under continual review to provide support where needed.

c) The quality of provision - curriculum and other activities

Townlands provides an ambitious curriculum for pupils of all backgrounds. We monitor and evaluate its effectiveness through target setting and attainment analysis. All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils starting points and is differentiated appropriately and if necessary to ensure the inclusion of:

- Boys, girls and any other gender identities'
- Pupils learning English as an additional language
- Pupils from minority ethnic groups
- Pupils who are more able
- Pupils with special educational needs
- Pupils with a disability
- Pupils who are in public care
- Pupils who are at risk of exclusion

Our curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

d) The quality of provision – guidance and support

At Townlands we actively promote good personal and community relations and recognise diversity as having a positive role to play within the school. All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support team takes account of religious, cultural and ethnic differences, special educational needs, disability.

We expect work experience providers/agency staff to demonstrate their commitment to equality, including disability, gender and race equality.

Victims of harassment and bullying are given appropriate support. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

e) Behaviour and Attendance

Townlands expects high standards of behaviour from all pupils. We have procedures for managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and consequences.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with the schools' bullying and harassment and behaviour policies. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Adults in school take care to lead through example, demonstrating high expectations of all pupils.

Pupils, staff and parents are made aware of policies and procedures for dealing with poor behaviour, bullying or harassment. Through policies it is explained that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Action is taken in order to address any disparities between different groups of pupils. The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of school for medical appointments.

f) Partnership with parents, carers and the wider community

Townlands monitor parental involvement and look to raise participation of under-represented groups of parents and sections of the community. Information and meetings for

parents are made accessible for all. This school encourages participation of under-represented groups.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents/carers to participate in their child's education.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

When necessary, Townlands works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

g) Leadership and management

Townlands ensures that the school's admission process is fair and equitable to all pupils.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties. We welcome people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are fair.

Equality and diversity issues are reflected in our school's employment practices.

We expect all staff and visitors to support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it. We will ensure that staff training continually highlights equality issues.

Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given equal status and support and are encouraged to share their knowledge. This school opposes all forms of racism, homophobia, prejudice and discrimination.