

Thomas Jones Primary School

Single Equality Policy 2024-2028

The Board of Governors of Thomas Jones School adopted this Single Equality Policy on 14th October 2024. Progress against the Equality Objectives set out in the policy will be reviewed annually and the entire document will be reviewed on a four year cycle.

1. Objectives

At Thomas Jones School, we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers, irrespective of age, race, gender, disability, faith 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 is monitored by race, gender, socio-economic background and disability and we use this data to support pupils, raise standards, ensure inclusive teaching and make sure that all groups of pupils are achieving well. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

The Thomas Jones school community is incredibly diverse:

'The percentage of pupils known to be eligible for free school meals at any time during the past 6 years is 41% (LA data) compared with 23% nationally and 34% locally (the number of Year 6 pupils in receipt of Pupil Premium is 67%). Thomas Jones is in the highest quintile nationally. The school's deprivation indicator is 0.35 compared with 0.21 in comparison to other schools across the country (ASP data). When employing IDACI deciles, 53% of the school community live in the 10% most deprived wards nationally (LA data).

90% of pupils come from an ethnic minority background (LA data). There are 33 discrete ethnic categories represented. However, this data is limited by the categories dictated by the school census format. Due to the diverse make-up of the school, no single ethnic group dominates the school population. The largest ethnic groups are: Black African (29%), Moroccan (14%), White British (10%) and Black Caribbean (4%). 53% of pupils are Muslim, 33% Christian and 1% Buddhist. 1% describe their faith as 'other'. 12% of families identified themselves as being from a non-faith background.

The percentage of pupils speaking English as an additional language is 65% (LA data). This compares to 21% nationally. There are 31 distinct languages spoken. When different dialects of Arabic are factored in, there are a total of 46 languages spoken. The most commonly spoken first languages are English (35%) and Arabic (28%), followed by Somali (11%) and Amharic (3%). Many children with English as an additional language are in the early stages of fluency with the language.

With regard to religion, 53% of pupils are Muslim, 33% Christian, 1% Buddhist, 1% 'other' religion and 12% of families identified themselves as being from a non-faith background.

12 pupils at Thomas Jones have an Education Health Care Plan (5% of the roll). This compares with 2% nationally. There are 32 pupils who received special educational needs support representing 14% of the roll (LA data). This compares to only 11% nationally. '

School Evaluation Document 2024

We aim to celebrate this diversity of our school community, recognising this as a strength of the school.

We have a strong history of ensuring that all children achieve to national standards and above, irrespective of background, race, gender or disability.

'Cohort Contextual Information

The 2024 Year 6 cohort was made up of 13 girls and 17 boys, 30 children in total. 40% were autumn born, 27% spring born and 33% summer born.

30% of the cohort were eligible for the Pupil Premium. 30% of pupils were classed as being 'disadvantaged' and eligible for Free School Meals.

14% of pupils were on the SEND register. This included 3 children in receipt of SEND support with needs ranging from ASD, ADHD, cognition and learning as well as emotional and behavioral difficulties. A further child was in receipt of an EHCPlan for cognition and learning and communication and interaction.

90% of pupils were drawn from a minority ethnic background. 47% of the class spoke English as an Additional Language (EAL). There were 9 different first languages spoken at home including 3 different dialects of Arabic: English, Somali, Greek, Albanian/Shqip, Tigrinya, Russian, German, Spanish, Urdu and Arabic (Morocco, Sudan, other).

End of Key Stage Assessments Contextual Information

The primary curriculum was fundamentally reformed in 2014; expectations were raised and the 2016 assessments were the first to assess that new curriculum. For KS2 teacher assessments, numerical levels were replaced by performance categories. These allow analysis of those 'working at the expected standard' (EXS) and those 'working at greater depth' (GDS). For externally marked KS2 tests, scaled scores are now used. Scores are standardised to a national average of 100, based on marks awarded.

The KS2 Results for 2023-24 are based on 29 pupils. This is due to absence for all the statutory tests because of family trauma and the child being abroad for 3 weeks. School assessment data for this child show that they are working at the expected level (EXS) for reading, writing, GPS and mathematics.

Overview of Results for Thomas Jones – Comparative Data

Area of Learning		School 2017 Results	School 2018 Results	School 2019 Results	School 2022 Results	School 2023 Results	School 2024 Results
Reading	<i>EXS</i>	97%	100%	97%	97%	100%	97%
	<i>GDS</i>	70%	66%	72%	43%	60%	90%
Writing	<i>EXS</i>	97%	97%	97%	97%	97%	97%
	<i>GDS</i>	37%	48%	34%	30%	33%	37%

Grammar, Punctuation & Spelling	<i>EXS</i>	97%	100%	97%	97%	100%	97%
	<i>GDS</i>	87%	79%	79%	43%	63%	83%
Mathematics	<i>EXS</i>	100%	100%	97%	100%	100%	97%
	<i>GDS</i>	70%	83%	69%	27%	70%	90%

97% of pupils achieved the expected standard in reading, grammar punctuation and spelling, mathematics and writing, in line with the 6 year average. The percentage of pupils achieving the higher standard (or greater depth/GDS) increased in all subjects compared to 2023 results.'

Key Stage 2 Data Analysis 2024

Our Equality Objectives will be drawn up every four years and we will annually publish information demonstrating how we are meeting the aims of the general public sector equality duty, in line with The Equality Act 2010.

The three main aims of the general equality duty are to:

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

The 9 protected characteristics identified in the Equality Act 2010 are:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation

2. Ensuring equality in policy and practice

As well as the specific actions set out within this policy the school will operate equality of opportunity in its day-to-day practice in the following ways, to ensure equality of opportunity for children and adults under all protected characteristics:

2.1 Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and set challenging targets accordingly
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behavior or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve parents/carers in supporting their child's education
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Include teaching and classroom based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils
- Actively teaching children about equality through our Personal Development curriculum

2.2 Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Positive Behaviour Policy and implemented fully in line with Government guidelines; permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, August 2024. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with. All principles of Government and Local Authority guidelines will be followed to ensure no undue discrimination has occurred.

3. Equal Opportunities for Staff

At Thomas Jones school we are committed to ensuring equality in all aspects of staffing and employment.

All staff appointments and promotions (including pay increases) are made on the basis of merit and ability and are in compliance with the law. The school adopts a cyclical appraisal programme to monitor this.

3.1 Employer duties

As an employer we aim to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We monitor recruitment and retention. Equality aspects (including the 9 protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation) are considered when appointing staff and particularly when allocating Teaching and Learning

Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination in line with the Equality Act 2010.

We ensure equality of continued professional development opportunities for all staff.

We take seriously any allegations of discrimination against staff members and have the appropriate measures in place to record and deal with any incidents of discrimination that may occur. All allegations are directed to the Head teacher for further action or chair of governors if the allegation involves the head. We can then complete incident reports and return these to the Local Authority each month.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005), Gender Equality Duty (2006) and the Equality Act (2010).

Day to day practice and policy ensures equality of opportunity for all and takes account of the 9 protected characteristics.

The Equality Objectives at the end of this Single Equality Policy outline the actions Thomas Jones school will take to meet the pertinent general duties for our school detailed below.

4.1 Race Equality

This section of the plan reflects the duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

Legal duties

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under our specific duty we will:

- Prepare and publish our Equality Policy and Equality Objectives every four years and review these annually, publishing information to demonstrate how we are meeting the aims of the general public sector equality duty
- Ensure Equality Objectives cover requirements under The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000 and Equality Act (2010), identifying race equality goals and actions to meet these
- Review and revise this Scheme every four years
- Assess and monitor the impact of this policy and the Equalities Objectives, on pupils, staff and parents/carers with a particular focus on the achievement of minority ethnic groups

4.2 Disability Equality

This section should be read in conjunction with the school's Special Educational Needs and Disabilities Policy and the school Accessibility Plan.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities

Legal duties

The Equality Act (2010) and Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Under our specific duty we will:

- Prepare and publish our Equality Policy and Equality Objectives every four years and review these annually, publishing information to demonstrate how we are meeting the aims of the general public sector equality duty
- Ensure Equality Objectives cover the requirements for a Disability Equality Scheme, identifying our disability equality goals and actions to meet these
- Review and revise this Scheme every four years

4.3 Gender Equality

The Gender Equality Duty 2006 and Equality Act (2010) places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Legal duties

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between males and females

Under our specific duty we will:

- Prepare and publish our Equality Policy and Equality Objectives every four years and review these annually, publishing information to demonstrate how we are meeting the aims of the general public sector equality duty
- Ensure Equality Objectives cover requirements under the Gender Equality Duty 2006, identifying gender equality goals and actions to meet these
- Review and revise this Scheme every four years

4.4 Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Legal duties

Under our general duty we will actively seek to:

- Promote good relations between pupils, families and staff of different races, faiths/beliefs and socio-economic backgrounds
- Promote equality between different equality groups

Under our specific duty we will:

- Prepare and publish our Equality Policy and Equality Objectives every four years and review these annually, publishing information to demonstrate how we are meeting the aims of the general public sector equality duty
- Ensure Equality Objectives cover requirements under the Education and Inspections Act, identifying community cohesion equality goals and actions to meet these
- Review and revise this Scheme every four years

5. Consultation and Involvement

It is a requirement that the development of this policy and the Equality Objectives have been informed by the input of staff, children and parents/carers. We have used the following to shape the plan:

- Feedback from our parent consultation
- Feedback from pupils through pupil surveys, regular school evaluations and more specific input from school councilors
- Input from the leadership team, deputy and head
- Input from governors including parent and school governors
- Input from staff through staff meetings/ INSET
- Issues raised in annual reviews or reviews of progress on Support Plans

6. Roles and Responsibilities

6.1 The role of governors

- The governing body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs and the needs of all staff based on the 9 protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation, in line with the Equality Act 2010.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of age, race, gender or disability etc.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils- see Accessibility Plan, Accessibility Objectives.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, age, religion and belief, sex or disability.

6.2 The role of the Head teacher

- It is the Head teacher's role to implement the school's Equality Policy and Equality Objectives and he is supported by the governing body in doing so.
- It is the Head teacher's role to ensure that all staff are aware of the Equality Policy and Equality Objectives, and that teachers apply these guidelines fairly in all situations.
- The Head teacher ensures that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

6.3 The role of all staff: teaching and non-teaching

- All staff ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and Equality Objectives.
- All staff will strive to provide material that promotes positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice or racism, and record any serious incidents, drawing them to the attention of the deputy and head teacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of the 9 protected characteristics is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating this to a class teacher/deputy head teacher where necessary. All incidents are reported to the head teacher and racist incidents are reported to the Governing body on a termly basis and escalated to the Local Authority as needed.

7.1 What is a discriminatory incident?

Harassment on grounds of race, gender, disability or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments and jokes.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person.'

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, gender or other categorisation
- Use of derogatory names, insults and jokes
- Racist or sexist graffiti
- Provocative behaviour such as wearing racist or sexist badges or insignia
- Bringing racist, sexist or discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability or gender
- Racist, sexist or discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or other categorisation
- Written derogatory remarks

Responding to and reporting discriminatory incidents

It is clear to pupils and staff how to report any incidents. All staff, both teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

As soon as any incident is reported it is investigated fully, with an incident form completed, and is reported to both the victim's and the perpetrator's family. The school then decide what action should be taken next in terms of teaching and learning.

An incident form should be completed and the incident should be reported to the Governing body.

8. Review of progress and impact

This policy has been agreed by the Governing body. At Thomas Jones school we have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Objectives set out within our Single Equality Policy annually and review the entire policy and accompanying Equality Objectives on a four year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability alongside socio-economic factors to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps at the earliest opportunity.

Emma Jones

September 2024

Thomas Jones Equality Objectives 2024-2028

Equality Strand	Action	How will the impact be monitored?	Who is responsible for implementing?	Success Indicators	Review November 2025
All	Ensure equality remains a priority for the school community.	<p>All Governing body meeting agendas will contain an item related to equality and accessibility</p> <p>Equality objectives will be reviewed at least annually (through staff discussion and school evaluation with children, staff, governors and parents/carers) with progress towards these discussed by the leadership team.</p> <p>Appraisers will observe lessons termly with a focus on ensuring all equality groups are catered for to ensure equality within the classroom</p> <p>Planning will be scrutinised to ensure teachers are</p>	<p>Head teacher</p> <p>Governors</p> <p>Policy Leader</p> <p>Appraisers</p> <p>Class teachers</p>	<p>Staff and governors are aware of equality issues and discuss these in meetings</p> <p>Staff are familiar with the principles of the Equality Policy and use them when planning lessons and creating displays. Lessons and displays are reflective of the school community.</p> <p>Equality Objectives are reviewed annually (through discussion and whole school</p>	

		<p>planning effectively to ensure equality</p> <p>Contextual data will be scrutinised to improve the ways in which we provide support to individuals and groups of pupils</p>		<p>evaluation) with information published on the school website to demonstrate how we are meeting our aims</p>	
	Ensure equality objectives are being monitored and shared.	Equality Objectives will be published on the school website with updates annually.	Policy Leader	<p>Objectives are being met. Actions are communicated to staff, governors and the community.</p>	
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns emerging that require additional support for pupils	Achievement data analysed by race, gender and disability	<p>Head teacher</p> <p>Governing body</p> <p>Assessment Leader</p> <p>Class teachers</p>	<p>Analysis of termly teacher assessments</p> <p>Class data demonstrates how the gap is narrowing for specific equality groups</p> <p>Analysis of end of Key Stage results by specific equality groups shows no apparent discrepancies between groups.</p>	

				Actions put in place to tackle any gaps.	
All	Ensure that the curriculum promotes role models that young people positively identify with and learning which reflect the school's diversity in terms of race, gender and disability	Another specific review will take place to ensure representation of community diversity through the curriculum – summer 2025.	Curriculum leader Class teachers	<p>All children are engaged positively in lessons</p> <p>Children will speak positively about their understanding of equality, the school's diversity and of role models they have learnt about.</p> <p>Curriculum displays in classrooms and across the school will reflect the diversity of the community.</p> <p>Materials and resources used across the curriculum will reflect the diversity of the school</p>	

All	The Thomas Jones curriculum actively teaches and promotes equality	<p>Personal Development curriculum taught across all year groups.</p> <p>Progression of understanding and skills document references children's developing learning of equality.</p> <p>Assessment across the curriculum.</p>	Curriculum Leader Class Teachers Assessment Leader	<p>Equality will be on the agenda for all subject leadership meetings.</p> <p>Personal Development Curriculum is taught effectively across all year groups.</p>	
All	Ensure all pupils are given equal opportunities to make a positive contribution to the life of the school E.g. through involvement in the school council/ class and whole school assemblies	<p>Class teachers and School Council leader to analyse pupil engagement in whole school activities ensuring no equality group is under represented.</p> <p>Tour leader selection to be reviewed to ensure equal opportunities for all children.</p>	Head teacher School Council Leader Class teachers	<p>School council membership analysed to ensure equality groups are represented</p> <p>Ongoing review of children selected for tours etc.</p> <p>Representation of children from all equality groups in school assemblies</p>	
Race Equality Duty	<p>Identify, respond to and report racist incidents as outlined in the Policy</p> <p>Report figures to the Governing</p>	The head teacher/ Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school/ year group approaches led to a decrease in incidents, can repeat perpetrators be	Head teacher Leadership team Governing body Teachers	<p>Consistent nil reporting is challenged by the Governing body</p> <p>Any reported incidents are reported to the</p>	

	<p>body on a termly basis</p> <p>The Curriculum actively promotes attitudes and values that will challenge racist and other discriminatory behavior or prejudice</p>	<p>identified/ are pupils and parents satisfied with the response?</p> <p>Issues of equality are raised termly with Governing body</p>		<p>leadership team, head teacher, Governing body and local authority</p> <p>Incidents are fully investigated and measures are taken to ensure no repeat incidents</p> <p>Children's voice represents what they have been taught and a united front on challenging racism and discrimination is evident</p>	
Disability Equality Duty	Make adjustments to building and equipment as necessary for new pupils that join the school with disabilities	<p>Action Plan drawn up by SEND Coordinator on individual child basis</p> <p>Children with a disability are able to access all areas of the school along with their peers and are able to access learning appropriate to their needs- monitored through termly IEP review process</p>	Head teacher Governing body SEND Coordinator Class teachers	Individual children with disabilities are accessing learning and play alongside their peers, are present in whole school assemblies and are making good progress	
Community Cohesion	Raised awareness of other cultures/faith	Pupil voice following relevant topics/ assemblies/celebrations	Head teacher Class teachers	Increased awareness of	

	celebrations throughout the year increase pupil awareness and understanding of different faith communities	Parental engagement to develop children's understanding and celebration of their own and other cultures/faiths.	School Council Leader	different communities Engagement of children, parents and carers in raising awareness of other faith celebrations RE curriculum delivered across the school with visits annually for all children to significant faith buildings.	
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