POLICY TITLE: EQUALITY AND DIVERSITY (incorporating, Race, Disability and Gender Schemes, and statement of British Values)

STATUS: Statutory

REVIEWED BY: TEFAT 2014

DATE of next REVIEW: July 2016

Statement of Principle

In the TEFAT community it is accepted that every person is equally important and that no one has the right to harass, insult, attack, or cause offence to any other person for any reason. All members of the trust are individuals, but are also members of a community where it is possible to learn from each other and celebrate the culture and beliefs of each person.

Cavalry Primary School recognises that there is a duty to promote a culture in which diversity is celebrated and in which discrimination is understood by all members of the community to be completely unacceptable.

This document recognises the principles and responsibilities of institutions as identified in the October 2010 Equalities Act.

This document will be further developed through consultation with a cross section of the Academy community including pupils from a variety of backgrounds.

AIMS:

- To establish a climate in which diversity is understood to be a strength of the community and is celebrated as such
- To ensure that no member of the Academy community feels disadvantaged due to their membership of / identification with a particular group
- To create a climate where people are able to speak openly about their experiences
- To follow agreed procedures for dealing with incidents, and ensuring that all members of Cavalry Primary School community are fully conversant with them.

- To follow the monitoring procedure to record all incidents and subsequent action
- To keep a formal record of all racist incidents and bullying or homophobic incidents and to report on the nature and frequency of any racist incidents annually.

RELATIONSHIP TO OTHER POLICIES:

This policy should be read in conjunction with all other Academy policies.

ROLES AND RESPONSIBILITIES:

The Principal will ensure that:
- Diversity and equality are celebrated
- Discrimination on the basis of ethnicity, religion, culture, gender, sexual orientation, age or disability will be deterred and prevented
- All staff understand what constitutes direct and indirect discrimination and receive training in anti-discrimination practices
- Official guidance in employment issues, including staff disciplinary and dismissal procedures, is followed
- The value of diversity in the Academy staff and local governing body is recognised; the recruitment policy does not discriminate against specific groups and appropriate action is taken in seeking staff and governors from a diversity of backgrounds
- The implementation of the national pay structure such as access to promoted posts and TLRs is free from discrimination
- Performance management and access to CPD are free from discrimination
- The curriculum and its delivery do not disadvantage people as a consequence of their ethnicity, religion, culture, disability or sexual orientation
- Incidents of racial harassment or bullying are dealt with and recorded appropriately
- Academic achievement of pupils from minority groups is monitored and interventions are put into place in the case of any pupil who is underachieving
- Attendance, exclusion rate and numbers of pupils with personal support plans and reward systems will be monitored to analyse impact across different vulnerable groups
- strategies will be employed in the academy to reduce disaffection, encourage attendance and avoid exclusion
- The Academy will actively work in partnership with local community organisations promoting the communities' access to academy facilities

Staff will:
- Set targets which challenge all pupils to maximise their potential

- Model respect for all members of the Academy community and celebrate diversity
- Ensure their delivery of the curriculum takes into account the ethnicity, religion and culture of pupils and their families
- Collect and analyse data on attainment by specific groupings and intervene to provide additional support for pupils if appropriate
- Provide pupils with the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual
- Ensure that all pupils are fully aware that staff have very high expectations of them and are continually challenged
- Ensure that all members of the Academy community work at creating a positive ethos of mutual respect and trust.
- Ensure that the curriculum content and resources will present Britain as a cultural diverse society and develop pupils' understanding of the wider world
- Deal with any instances of discrimination appropriately and record all incidents and outcomes in the racist and bullying incident log

The Local Governing Body will:
- Seek the advice of the Principal on this policy, keep it up-to-date, and make it available to parents upon request
- Ensure that the impact of the policy is monitored annually
- Hold the academy to account if impact reviews indicate that changes in academy practice are required

MONITORING AND EVALUATION
- This policy will be reviewed biennially by TEFAT

DATE OF NEXT REVIEW: July 2016

Race Equality Scheme

Statement of Principle
In the TEFAT Academy community it is accepted that every person is equally important and that no one has the right to harass, insult, attack, or cause offence to any other person for any reason. All members of the academy are individuals, but are also members of a community where it is possible to learn from each other and celebrate the culture and beliefs of each person.

What is Racism at an Academy?
TEFAT Academy adopts the definition of a Racist Incident recommended by the McPherson report:

"Any incident which is perceived to be racist by the victim or any other person."

Racism is not just about intentional attitudes or behaviour. A lack of intention does not stop the impact of racism being felt by individuals and communities. It is important to recognise that racist incidents are often complex and interrelated with other events and may involve group as well as individual behaviour. In any circumstances, racial harassment is unacceptable and must be dealt with effectively and with sensitivity.

Cavalry Primary School recognises that there is a duty to promote a culture in which diversity is celebrated and in which racism is understood by all members of the community to be unacceptable.

AIMS:
- To establish what constitutes a racist incident, and to share this with all members of the Academy community
- To create a climate where people are able to speak openly about their experiences
- To agree procedures for dealing with racist incidents, and ensuring that all members of the Academy community are fully conversant with them.
- To establish a monitoring procedure to record all incidents and subsequent action
- To keep a formal record of all racist incidents and to report on the nature and frequency of any racist incidents annually

EXAMPLES OF OBVIOUS RACISM:
- Racist comments, name-calling and jokes.
- Imitating accents.
- Racist graffiti or any other written insult.
- Bringing into academy racist materials such as badges and literature or any attempt to recruit people into racist organisations.
- Threatened or actual physical assault against a person or group because of colour or ethnicity.
- Isolating people because of colour or ethnicity.

EXAMPLES OF LESS OBVIOUS RACISM:
- Unacceptable stereotypical views and images
- A curriculum that doesn't acknowledge racism, thus perpetuating it
- A curriculum that doesn't allow pupils access to positive images and examples of people from a range of nationalities, cultures and ethnic backgrounds
- Teachers not following up racist incidents vigorously, thus condoning it
- Staff not being fully aware of how racism and stereotyping may affect the decisions they make

PREVENTION:

- Pupils are actively encouraged to report all incidents involving racism
- Cavalry Primary School will actively work towards the prevention of racist incidents through:
  - The utilisation of the Equality Policy
  - The delivery of assemblies
  - The inclusion of racist issues and concerns in the teaching of PSHE/Life Skills
  - The delivery of a curriculum that recognises the diverse community of Cavalry Primary School

SUCCESS CRITERIA:

Success will be achieved when:

- All incidents of a racist nature are reported and investigated consistently and thoroughly
- Members of the academy community have a shared perception of what is racism and the consequences of being involved in a racist incident
- Procedures for dealing with racist incidents are recognised as fair and appropriate by pupils and their parents/carers and other agencies
- The academy is an inclusive environment for all
- The number of racist incidents declines over time

ACTIVE RESPONSES:

- It is important that there is a response to each racist incident - this means recording information and being accountable for all actions
- As soon as possible both the alleged victim and alleged perpetrator need to be interviewed to establish the facts. It is likely that additional witness statements will be needed
- Reinforce expectations held in the academy
- Emphasise that the academy has procedures and that there will be appropriate follow up
- Staff must record all actions and ensure that notes are filed and logged in the Racist Incident File
- Parent/carers will be informed of the incident and reminded of the procedures that follow
- After investigation, action will be taken in line with the Behaviour Policy, Equality Policy and structure of academy discipline. Information will be disseminated through the pastoral structure to the necessary individuals:
  - Principal
  - SLT
- Allegations made against staff involving racism must immediately be passed onto SLT for investigation

REFERRAL ROUTES

Incident in a lesson → SLT → Principal

Incident outside a lesson → Class teacher → SLT → Principal

SUPPORT PROCESS:

- Treat all claims seriously
- Make certain that the victim is fully informed of the procedure and the subsequent chain of events
- Explain the action that will be taken and state the Academy's position regarding racism and racist behaviour
- Talk through the incident. All involved must be interviewed
- Establish counselling and support as appropriate

RECORDING EVENT:

- All incidents where there is a perception that racism is involved must be recorded in the Racist Incident File and reported to the Principal
- Log incidents in the Racist Incident File, and all subsequent actions taken relating to the incident
- Remember that records may be required by other professionals - e.g., social services, police
- Any example of racism perpetrated by a member of staff will treated as a serious disciplinary matter and will be investigated by the appropriate committee of the Local Governing Body.
- Serious incidents should be reported to the LGB by the Principal - e.g. physical violence, repeated harassment, and links with racist groups.
- The Racist Incident File will be reviewed annually by the TEFAT Regional Director

Failure to respond appropriately may be seen as condoning the incident.

Statement of British Values

Keeping our children safe and ensuring that we prepare them for life in modern Britain could not be more important. TEFAT academies will promote community cohesion by respecting the traditions and celebrating the cultures of our children's homes and heritages. At the same time we will ensure that all children are familiar with expectations in modern British society, particularly in relation to:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Our academies will be able to demonstrate how their work with pupils is effective in embedding these values, which may include challenging pupils, staff or parents expressing contrary opinions.

Disability Equality Scheme

Statement of Principle

Discrimination against people with disabilities takes many forms, and barriers are often created within society which makes it more difficult for them to reach their full potential or to have equal access to the services they need.

The Disability Discrimination Act 1995 recognises that there are many different types of disability, many of which are not immediately apparent and that many people who may not have thought of themselves as having a disability in the past, are now protected under the Act.

TEFAT Academy will take all necessary steps to ensure that the needs of people with disabilities are taken into account in all areas of its activities. We will seek the views of disabled pupils, staff and members of the wider academy community such as parents and carers, and will take all reasonable steps to ensure that the range of services, educational and employment opportunities are fully accessible to them. Where barriers to access are identified, we will take action to overcome them.

Disabled people are under-represented in our workforce and we will take action to encourage disabled people to apply for vacancies within Cavalry Primary School.

This scheme incorporates the academy's plans to provide access to education for disabled pupils and to support disabled members of the academy community.

The views of disabled pupils, parents and staff will be sought and included in the further development of this scheme.

THE DISABILITY EQUALITY DUTY

The duty requires academies, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act and the 2010 Equality Act
- Eliminate harassment of disabled people that is related to their disability; promote positive attitudes towards disabled people; encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

ADAPTATIONS TO THE TAUGHT AND WIDER CURRICULUM

- The SENCo is pro-active in making contact with pupils with disabilities (physical and learning difficulties) before they start at the Academy, in order to thoroughly assess their needs and plan to support them to access the learning and social opportunities provided at the Academy as fully as possible.
- Staff are kept fully informed of the needs of individual pupils with disabilities and plan their teaching and organise resources, including classroom space, accordingly.
- Additional whole-staff training is provided, by specialist advisers where appropriate, to support pupils with specific needs, e.g. those who need to use specific devices.
- Pupils with particular needs are given additional support, either in-class or to provide one-to-one or small group lessons.
- Lessons are differentiated to enable pupils of all abilities to access the learning, using a range of strategies.
- Timetable adjustments are made to provide additional English/literacy and maths teaching for pupils who are at risk of underachieving
- Family liaison and support with homework is provided

ADDITIONAL ADAPTATIONS

- Pupils with exceptional needs are provided with additional support e.g. during lunchtime and between lessons
- Where necessary and appropriate, disabled pupils are given priority at mealtimes in the canteen
- Where necessary and appropriate, disabled pupils are given additional access to toilet and shower facilities
- An academy counsellor may be available for pupils with specific needs

ADAPTATION TO ACADEMY PREMISES

- Automatically opening doors
- Provision of disabled toilets
- Ramp access where necessary
- Stair leaders (white) placed on edges of outside stairs
- New handrails on all major corridor stairways
- Flanges on outside doors and pupil toilet doors to prevent fingers being caught
- Improved signage around academy, especially for emergency services

IDENTIFYING THE MAIN PRIORTIES FOR THE DISABILITY EQUALITY SCHEME AT THE ACADEMY AND DECIDING UPON ACTIONS

The main priorities are decided upon each year in response to the needs of pupils, staff and other members of the academy community. These should be

reviewed by key pastoral staff, the SENCO, the member of the Senior Team responsible and governors on an annual basis.

Targets and success criteria should be drawn up and written into the Academy Accessibility Plan. Please see the AAP for further details.

IMPACT ASSESMENT

Impact assessment is carried out in three ways:
1. By monitoring the progress of disabled pupils and each individual's ability to access the full range of opportunities afforded by the academy;
2. By direct feedback from those members of the community affected by the policy and practice e.g. staff, parents of disabled pupils
3. By monitoring progress against targets defined in the Academy Accessibility Plan.

CONSULTATION AND INVOLVEMENT
Consultation and involvement of people who have an interest in the Academy's disability policy and practice occurs in a number of ways.

As well as responding to individual situations, the Academy regularly consults all members of the community in a variety of ways such as focus groups and questionnaires.

STAFF TRAINING – REASONABLE ADJUSTMENTS
Whole staff training takes place on how to support pupils with disabilities (see above). Additionally, literature about what reasonable adjustments should be made is published to staff (see Reasonable Adjustments to the Classroom, and Inclusion Checklist, below)

Appendix 1 - Reasonable adjustments in the classroom: a check list
This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers have found useful in thinking of a range of adjustments they might want to make to support pupils of all abilities.

1. Pre-planning information.
Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?
Have you been shown or do you know how these disabled pupils' access needs and personal care needs will be met in the class?

If you don't know how the disabled pupils needs' will/can be met seek advice from SENCO, or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.

2. What preparation have you made with the class/group for:
- One to one peer work
- Collaborative learning Group work
- Valuing difference of race, gender, ethnicity, disability or religion
- How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?

3. Lesson planning: how will you support the needs of all learners?

- Consider: timing
- Variation of activities
- Types of activities [concrete/abstract] reinforcement of key ideas extension work
- Recall of previous work links to future work clear instructions
- Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?
- Are you able to access specially adapted equipment for some pupils to enable them to participate fully?
- If not, can an alternative way be found?
- Will the diversified and differentiated work allow all pupils to experience success at their optimum level?

4. What different teaching styles are you going to use?

- Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?
- Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?
- Kinaesthetic e.g. use movement, practical tasks, modelling, role play, artefacts, use the environment

5. Prepared materials

- Are written materials accessible to all; readability; length; content?
- Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines etc. are they accessible to all?
- Appropriate use of augmented communication and ICT

6. Self presentation

- Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? Are all pupils aware that you might approach the behaviour of some pupils in a different manner to the rest of the class?
- How will you use your voice in the class .e.g. volume, tone, and make sure all children understand you?
- Where will you position yourself in the classroom and when?

7. Use of Support staff

- Have you had a meeting with and communicated with support staff before the lesson?
- How are you going to use other adult support in the lesson?
- Does their use allow all children to be equally included in the class activities?
- If you are using support staff for withdrawal, how do you know the pupils are gaining from this?
- If you are using withdrawal, how are the groups organised?

8. Classroom organisation

- Is seating carefully planned and/or the activity accessible for pupils with: mobility impairments e.g. circulation space, table height
- Hearing impairments e.g. sight line for lip reading/interpreter/no glare visually impaired e.g. maximise residual sight, if touch can reach?
- Pupils with challenging behaviour e.g. in adult gaze; at front for eye contact pupils with short attention span/easily distracted e.g. sit on own
- Learning difficulties who need a lot of support e.g.: next to peer supporter
- Short attention span e.g.: distraction free zone
- What seating plans are you using and why?
- Will seating plans make use of peer support and how?

9. How will you organise and group pupils in lessons?

- Friendship groupings?
- Mixed sex/same sex groupings
- Mixed ability/same ability groupings?
- Specific pairs of pupils working together e.g. stronger reader/weaker reader?

10. How will you deal with unexpected incidents?
Are you aware of the systems for dealing with unexpected incidents e.g. evacuation, fainting or fits, incontinence, medical emergencies?

11. How will you ensure that all pupils feel equally valued through their experiences of:
The allocation of teacher and support staff time; Being listened to/paid attention to, being respected, achieving, interacting with their peers

12. How will you assess the outcomes?

- Do you have a scheme for assessing the achievements of all?
- Have you looked at alternative forms of assessment? E.g. video recording progress, peer evaluation, self evaluation?
- How will you involve pupils in assessing their progress?

INCLUSION CHECKLIST

Whole class

- Access to teacher and any resources used has been planned for e.g. a number line or grid or text visible to all or made accessible in other ways, background noise avoided where possible, light source in front of teacher not behind.
- Children's seating carefully planned
- Rules and routines for the lesson taught and displayed; praise for the children keeping the rules
- All children clear about objectives of lesson

- All children clear about structure of lesson and day, e.g. visual timetables are on display
- New or difficult vocabulary clarified, written up, displayed, revisited
- Teacher checks for understanding of instructions, e.g. by asking a child to explain them in their own words
- Support in place for children who cannot 'hold things in their heads' – sticky notes, jottings, individual whiteboards
- Questions pitched so as to challenge children at all levels, e.g. define paragraph (for higher attaining), define sentence (for lower attaining)
- Individuals targeted for practical questions, e.g. one child to add 24 to 52, a less able child to then add 25 to 52
- Use made of alternatives to questions to invite a response, e.g. making suggestions from which the children can choose, speculating, making a personal contribution from own experience
- Questions used to ensure the rest of the class are listening, e.g. 'Does anyone have a question for Gupta?' 'Who thinks the same as Jo' 'Who thinks differently?'
- Children clear about the timescale for the question, e.g. 'This is one for a quick response' 'This is one which needs several minutes to think about' 'This is one I want you to work at for ten minutes'
- Time and support given before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until child can answer correctly
- Contribution of all children valued – secure and supportive learning environment where there is the safety to have a go, to make a mistake
- Children help and support each other with ideas; they give one another space in which to think and respond to questions
- Contributions reflected back by teacher in expanded form or expanded on by other children
- Multi-sensory teaching approaches (visual, verbal, kinaesthetic)
- Time out (talking in pairs or other groups) used to maintain attention, link to children's own language and experience
- Buddying used for seating and paired or partner work, e.g. more settled child paired with a child who finds concentration difficult, more able with less able
- Interactive strategies used, e.g. children having cards to hold up or own whiteboards or coming to the front to take a role
- Visual and tangible aids used, e.g. story sacks, real objects, signs and symbols, photographs, pegs on a coat hanger, variety of number lines, counting sticks, computer animations
- Strategies which children need to use (e.g. for problem solving or text composition) made very explicit
- Abstract concepts made concrete, e.g. word problems in mathematics turned into pictures, acted out, or modelled with resources
- Children who need it being pre-prepared or pre-tutored where this would help them to access the lesson

- Additional adults, if present, are actively involved throughout in supporting or assessing learning

Independent and Group Work
- Transition from whole class work to independent and group work clearly signalled and actively managed
- Tasks clearly explained or modelled – checks for understanding, tasks cards or boards as reminders, time available and expected outcomes made clear
- Children's different needs for explanation are recognised: children can choose to start if they feel they understand or wait for further explanation if they do not
- Materials and resources for task available and accessible; expectations about independent personal organisation are clear and routines have been taught
- A distraction-free area has been set up for children who need it to work in
- Children have been taught strategies which mean they can continue to work without direct teacher help if they get stuck; prompts to remind them are on display
- Children are provided with and regularly reminded of resources to help them be independent, e.g. relevant material from whole class session kept on display, word lists or mats, dictionaries of terms, glossaries, number lines, hundred squares, tables squares
- Tasks link back to earlier (or later) objectives where these are appropriate for child and group
- Tasks simplified or extended, e.g. short, concrete text used by one group or long, abstract text by another, numbers to 100 by one group or to 20 by another
- Tasks made more open or more closed according to children's needs
- Arrangements (buddying, adult support, taping) made where necessary to ensure that children can access written text and instructions
- Alternatives to paper and pencil tasks used where appropriate
- Scaffolding (e.g. problem solving grids or writing frames or clue cards) provided where needed
- Variety of pupil groupings used so that children are able to draw on each other's strengths and skills
- Children taught to work together in groups
- Appropriate behaviour is noticed, praised or rewarded
- Effective use of additional adult support, e.g. learning objectives clear, independence rather than dependence promoted, peer interaction encouraged
- Effective use of ICT as an access strategy, e.g. speech or sign supported software, on-screen word banks, predictive word processing
- Individual's learning objectives, e.g. positional language, number facts, punctuation, prediction are picked up on

- Texts and equipment are at children's instructional level and matched to their age and dignity
- Teaching assistants used to prepare some children for the whole class teaching ahead of time by rehearsing feedback, thinking in advance about the questions the teacher will ask before they are put to the class as a whole
- Peers helped to give feedback in positive ways, e.g. 'Like the way…' 'One idea for improvement would be…' cards
- Questioning designed to assess grasp of particular objectives relevant for each child or group of children

Gender Equality Scheme

Academies have a general duty to promote equality of opportunity between men and women (including boys and girls) and a specific duty to publish a Gender Equality Scheme showing how the academy intends to fulfil the general and specific duties. Academies must revise and review the plan every 3 years and report on progress annually.

Statement of Principle
Women
TEFAT Academy acknowledges that women are often discriminated against because of their gender, their responsibilities for child care, their marital or their economic status and that this may result in them being denied equal access to services and employment and development opportunities.

We will ensure that access to employment, promotion and development opportunities do not unfairly discriminate against women and will give due regard to targeting opportunities to women in those areas of employment within the academy where they are under-represented.

We are committed to the principles of equal pay for work of equal value.

Men
Cavalry Primary School recognises that men can be discriminated against, particularly in access to employment in roles that have traditionally been undertaken by women. We will ensure that access to employment, promotion and development opportunities and access to services do not discriminate against men, in line with our commitment to equality of services

It also notes that nationally there has been a trend for girls to outperform boys academically, particularly at Key Stage 4. The foundation for this often starts earlier and so TEFAT is committed to analysing performance of boys and girls, and academies are expected to intervene to secure boys' attainment. .

AIMS – Under review

- To create a climate in which everyone feels equally valued regardless of gender
- To ensure that there is genuine equality of opportunity and that no-one is excluded from educational or career opportunities as a result of their gender
- To ensure that all members of the Academy community model appropriate anti-discriminatory behaviour
- To continue to monitor educational outcomes by gender and to identify and address any issues.
- To extend the monitoring of access to CPD to include analysis by gender

EXAMPLES OF OBVIOUS DISCRIMINATORY BEHAVIOUR

- Using discriminatory language, e.g. "Don't be such a girl", "You're gay"
- Refusing to consider requests for part-time posts or job-share posts on return from maternity leave
- Refusing to consider the needs of fathers who wish to adapt their working practices due to the need to be the Principal child carer
- Not taking seriously girls who report intimidating behaviour of a boy or group of boys in relation to sexist or inappropriate language or behaviour

EXAMPLES LESS OBVIOUS DISCRIMINATORY BEHAVIOUR

- Planning CPD in such a way that part-time employees (statistically more likely to be women) cannot access it
- Allowing lessons in which the boys dominate to continue in that way, without planning opportunities for the girls to contribute
- Allowing gender-stereotypical images to persist in the delivery of the curriculum

IDEINTIFYING THE MAIN PRIORTIES FOR THE GENDER EQUALITY SCHEME AT THE ACADEMY AND DECIDING UPON ACTIONS

The main priorities are decided upon each year in response to the needs of pupils, staff and other members of the Academy community. These are reviewed by the Senior Team and governors on an annual basis. Targets will include:

- Closing the gender gap in achievement at KS1 & 2.
- Results of monitoring access to CPD demonstrating that it is accessible to all and does not disadvantage anyone because of their gender

- Ensuring that the academy ethos is positive in combating prejudice and gender stereotyping, via assemblies, displays, form time, etc.

SUCCESS CRITERIA

Success will be achieved when:
- The taught curriculum is delivered in such a way as to combat discrimination and gender stereotyping
- The Academy ethos reinforces gender equality
- Pupils feel that their access to opportunities, both within academy and the wider community now and later in life in terms of career and lifestyle choices are not restricted by their gender
- There is equality of access to training and employment opportunities for all staff, irrespective of gender
- The complexity of issues surrounding gender equality, in terms of certain genders being more or less likely to be represented in certain employment positions, is understood by the Senior Team and the staff body

Positive about LGBT Scheme

Principles
- TEFAT holds positive views about all members of society including those who may be lesbian, gay, bisexual or transgender. We recognise that children start to identify their sexual orientation at a very young age and their sense of belonging and acceptance is critical to their sense of a successful personal identity.
- TEFAT recognises that many children will live in 'non-traditional' families e.g. they may have two same sex parents, a parent who lives part of her / his life in a transgender role or one who has undergone a sex change. Many children will have lesbian and gay family and friends.
- TEFAT regards homophobic harassment as a 'hate offence' with as serious a detrimental impact as racist harassment. We will therefore treat any homophobic incident as a major disciplinary infraction.
- TEFAT also recognises that lesbian, gay, bisexual and transgender people may be discriminated against because of their status and we are committed to providing fair treatment and equal access to employment and development opportunities.

AIMS:

- To create a climate where children and staff are able to live and speak openly about their families, friends and life experiences
- To agree procedures for dealing with homophobic incidents, and ensuring that all members of the Academy community are fully conversant with them.
- To establish what constitutes a homophobic incident, and to share this with all members of the Academy community
- To keep a formal record of all homophobic incidents and to report on the nature and frequency of any homophobic incidents annually

The legal and policy framework

Equality Act 2010

The public sector Equality Duty requires all schools in England, Scotland and Wales, including academies and free schools, to eliminate discrimination, including discrimination on the grounds of sexual orientation, advance equality of opportunity and foster good relations. Primary schools are expected to set age appropriate equality objectives, although these do not have to be in relation to the national curriculum. Equality objectives could include committing to reduce incidences of homophobic language in school, or looking to reflect pupils' different families better. These objectives should have tangible actions that allow schools to measure their progress.
For more information about the Equality Act 2010, see Stonewall's Sexual Orientation The Equality Act Made Simple www.stonewall.org.uk/equalityact

Education and Inspections Act 2006

The Education and Inspections Act places a duty on schools to promote the safety and wellbeing of the children and young people in their care. This includes the children of same-sex parents in primary schools and those who experience homophobic bullying.

In the 2010 Schools White Paper, The Importance of Teaching, the Coalition Government reiterated that tackling homophobic bullying was a key priority and highlighted schools' responsibility to prevent and respond to this bullying.

Ofsted

The new Ofsted framework explicitly directs inspectors to look at a school's efforts to tackle bullying based on sexual orientation and how the school supports the needs of distinct groups of pupils, such as pupils with same-sex parents. Ofsted's guidance to inspectors on the new framework suggests that primary school inspectors should ask whether:

• pupils ever hear anyone use the word 'gay' when describing a thing, or whether they have been told by teachers that using the word 'gay' to mean something is rubbish, is wrong, and why it is wrong
• pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'
• pupils have had any lessons about different types of families (single parent, living with grandparents, having two mummies or two daddies).

In addition, it is also suggested that they ask staff, amongst other things:
• how the school seeks to support LGBT pupils and those from LGBT families
• whether policies include reference to carers as well as parents.
Within nine months of the new framework being introduced, over 180 primary school inspection reports had mentioned the school's efforts to tackle homophobic bullying and include different families.

SUCCESS CRITERIA:

Success will be achieved when:
- The academy is an inclusive environment for all
- Children and staff feel confident to refer to their families and relationships including those which are 'non-traditional'
- Members of the academy community have a shared perception of what is homophobia and the consequences of being involved in a homophobic incident
- All incidents of a homophobic nature are reported and investigated consistently and thoroughly
- Procedures for dealing with homophobic incidents are recognised as fair and appropriate by pupils and their parents/carers and other agencies
- The number of homophobic incidents declines over time

Active responses:
- Reinforce expectations held in the academy
- Emphasise that the academy has procedures and that there will be appropriate follow up
- It is important that there is a response to each homophobic incident - this means recording information and being accountable for all actions
- As soon as possible both the alleged victim and alleged perpetrator need to be interviewed to establish the facts.
- Staff must record all actions and ensure that notes are filed and logged in the Incident File
- Parent/carers will be informed of the incident and reminded of the procedures that follow

- After investigation, action will be taken in line with the Behaviour Policy, Equality Policy and structure of academy discipline. Information will be disseminated through the pastoral structure to the necessary individuals:
  - Principal
  - SLT
- Allegations made against staff involving homophobia must immediately be passed onto SLT for investigation

Support process
- Treat all claims seriously
- Make certain that the victim is fully informed of the procedure and the subsequent chain of events
- Explain the action that will be taken and state the Academy's position regarding homophobic behaviour
- Talk through the incident. All involved must be interviewed
- Establish counselling and support as appropriate

Recording:
- All incidents where there is a perception that homophobia is involved must be recorded in the Incident File and reported to the Principal
- Log incidents in the Homophobic Incident File, and all subsequent actions taken relating to the incident
- Remember that records may be required by other professionals - e.g., social services or the police, as families may be subjected to hate offences outside school
- Any example of homophobia perpetrated by a member of staff will treated as a serious disciplinary matter and will be investigated by the appropriate committee of the Governing Body.
- Serious incidents should be reported to Governors by the Principal - e.g. physical violence or repeated harassment.
- Failure to respond appropriately may be seen as condoning the incident.
- The Homophobic Incident File will be reviewed by the Regfional Director annually.

Positive Practice

Lead from the top
This work doesn't succeed if it's just the responsibility of one individual. Staff doing this work need to know that this is a priority of the school leadership. School leaders should also make sure their staff have the training and support they need to feel confident doing this work

Use the law
Schools should remember that it's their responsibility to make sure that pupils from all backgrounds feel included in their learning. Ofsted in particular now expects to see evidence of schools tackling homophobic bullying as part of its inspections which provides academies with strong justification for doing this work.

Explain language
Teachers should be willing to explain to children why it's important to use language in its proper context and what terms such as gay actually mean, in an age appropriate way.

Include different families
The academy can recognise the difference and diversity of family life by displaying 'Different Families' posters around the school, including different families in the school curriculum and stocking storybooks which feature different families and can be read aloud during circle time.

Encourage pupils to be themselves
By actively celebrating difference and diversity, schools can challenge stereotypes and make clear to pupils that it's important that they are able to be themselves.

Involve the children
Seek their involvement in work around homophobic bullying and celebrating difference e.g. through poster making and story-telling. Pupils' own input will help get their buy-in for the work.

Engage parents and carers
Parents and carers should be kept involved about this work and Encouraged to get involved. Being open about efforts to celebrate Difference and diversity means it's much less likely a school will Experience resistance from parents.

Support transition to secondary school
Primary schools can prepare pupils for entering secondary school By making clear that they do not have to put up with homophobic Bullying. By engaging with their feeder secondary schools, they can Also ensure their policies protect difference and diversity too.

Learn from others
The Stonewall guide highlights the excellent work that many schools are already doing in this area and provides a useful resource