

Twyford C of E School's Equality Objectives

Equality in Twyford C of E School

The Equality Act in 2010 introduced a single Public Sector Equality Duty (PSED) that applies to maintained schools and which extends to all "protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation." This has replaced the three duties to promote disability, race and gender equality. It has three main elements:

1 How we are eliminating discrimination and other conduct prohibited by the Act

The school's Equality and Cohesion policy encourages an ethos of understanding one another's differences, it recognises that discrimination and other prohibited conduct is unacceptable.

Schemes for Disability, Gender and Race Equality are in place so that the characteristics of all employees will be considered in management decisions and all pupils treated fairly.

There is a behaviour policy and anti-bullying policy. These are discussed and reviewed by governors termly, responding to the Headteacher's Report. The last meeting was May 2016 Incidents have to be reported to the Governing body. No incidents have been reported.

All Governors and staff have responsibility for Equality Duty and ensuring that the policy is implemented.

2 How we are advancing equality of opportunity between people who share a protected characteristic and people who do not

At Twyford C of E School when planning curriculum topics the school is aware of gender differences within each cohort. All staff take care not to make gender specific comments such as 'This is for the boys'.

The school seeks to minimize potential disadvantages through staff awareness and arranging support from outside agencies for those with responsibility for pupils.

All policies are written with equality of opportunity in mind.

Extra curricular activities such as after school clubs, sports festivals and school visits are planned to appeal to and have facilities for all pupils.

The school library has books relating to different cultures and beliefs as well as disabilities. There is a specific collection of books aimed for boys or reluctant readers.

Although there are no disabled pupils currently on roll there is adequate provision such as wheelchair access to all areas and toilet facilities for the disabled.

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3 How we are fostering good relations across all characteristics

Assemblies and curriculum areas such as RE and PSHE promote understanding of people with different characteristics, and tolerance and friendship within the school.

The school welcomes visitors who can share their experiences of different cultures and religions and their roles in the local community e.g. celebrating Chinese New Year with the help of parents from a Chinese background.

The school has links with the local church (Church of England) and visits it regularly. The Vicar is a frequent visitor to the school and takes assemblies alternate weeks.

The school is involved with local community events such as singing at the MADD at Waddesdon, singing at the local retirement home and taking part in the Roald Dahl Parade in Aylesbury.

Through cultural diversity education the school aims to increase pupils' awareness of people with different characteristics. The school participates in BritAsia, a performance by 3 schools in Aylesbury Celebrating Cultural Diversity.

Our equality objectives

1. To increase understanding of different characteristics

Curriculum planning will show opportunities to help pupils become aware of the range of characteristics in British society.

Measured by: Evaluate curriculum planning for evidence of cultural diversity in Britain and beyond

As policies are developed equality implications will be considered.

Measured by: Policies show evidence of equality.

An audit of resources that promote cultural diversity will be made and further resources will be purchased or borrowed from the School Improvement Service.

Measured by: Audit completed, gaps identified in resources and new resources purchased.

Pupils will be able to talk about the different characteristics that people have.

Measured by: Pupil interviews demonstrate children can talk about different characteristics that people have.

Parent's will be asked to respond to a question on Equalities and cohesion action plan on the annual questionnaire.

Measured by: Parent responses are positive about their experiences.

2. To anticipate the needs of incoming children from a new group e.g. children with a disability or children from ethnic minority backgrounds.

The needs of prospective pupils will be addressed.

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Publishing the information

This information needs to be accessible to members of the school community and the public who want to see it. It is published on the website as soon as it is developed.

Statutory Duties

This Equality Duty information will be reviewed by June 2019.

New objectives set and published by June 2020 at the latest.

Reviewed: October 2016