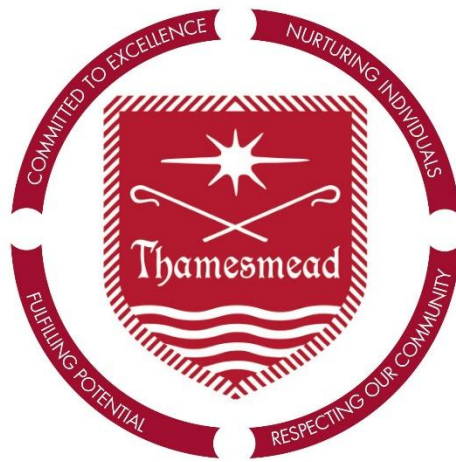


THAMESMEAD SCHOOL



Equality Policy

Person responsible	Mr P Reeves
Governors Committee	Personal Development Behaviour and Welfare
Review Period	Annually
Date of review	Spring term 2026
Date of next review	Spring term 2027

1. Aims

At Thamesmead school we are committed to ensuring equality of opportunity and provision for all in line with the Equality Act of 2010. We seek to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity and inclusion amongst our students, our workforce and the community in which we work.

Thamesmead School aims to meet its obligations under the Public Sector Equality Duty (PSED). The school is required to have due regard to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it

Equality, Diversity and Inclusion Statement

We recognise that the Thamesmead community is diverse and ever-evolving. While we aim to ensure a community that is welcoming and fair for all, we understand the importance of comprehending its diversity at any given time. We review and adapt our curriculum, provision and policies accordingly so that they remain fully inclusive.

We are dedicated to fostering a safe, supportive and welcoming environment where discrimination is challenged, and where every voice is heard. By promoting respect, understanding, and equality, we aim to inspire our community to engage positively with one another and the world around us, working together to ensure that everyone can contribute, and succeed in a climate of care, mutual respect and shared responsibility.

2. Vision, Mission and Values for equality, diversity and inclusion in the school

Our Vision

- We will be a school where all are celebrated, respected and welcome with equal opportunity to succeed

Our Mission

- We commit to embracing diversity in our community
- We commit to cultivating a culture of celebration
- We commit to educate so all can uphold our school values
- We commit to challenging discrimination and intolerance

Our Values

- We believe everyone has a right to be respected
- We believe everyone should take responsibility to treat all with respect
- We expect all in our community will work towards this mission and vision, and to uphold these values

3. Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty](#).

This document also complies with our funding agreement and articles of association.

4. How the school aims to eliminate discrimination

- a. The school complies with its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- b. Governors, and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- c. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.
- d. The school has a designated member of staff for monitoring equality issues, and an equality link Governor. They regularly liaise as necessary any issues and make senior leaders and governors aware of these as appropriate.
- e. We monitor record and deal effectively with incidents of prejudice, bullying and harassment, this includes considering the rates of exclusion or behaviour issues among students from particular groups.
- f. Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.
- g. 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.
- h. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a senior leader/ Headteacher where necessary.
- i. All incidents are reported to the designated member of staff for equality and the Headteacher and prejudice incidents are reported to the Governors on a termly basis broken down to show the exact nature of prejudice.
- j. We encourage all staff to raise any potential concerns that they may have in respect of how equality, diversity and inclusiveness is managed within the School and will investigate all allegations of unacceptable behaviour. Details on the process for raising concerns is set out in section 6 of this policy.

- k. The school will need to;
- Develop and adapt its procedures on anti-bullying to include equality perspectives
 - Support staff to challenge and address any bullying and harassment specifically based in prejudice
 - Keep a record and report how these incidents are dealt with to the Governors on a termly basis
 - Review its approach to prejudicial bullying and harassment whenever it reviews its policy on behaviour.

5. What is a discriminatory incident?

Harassment on the grounds of race, gender, disability, sexual orientation 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, jokes and graffiti.

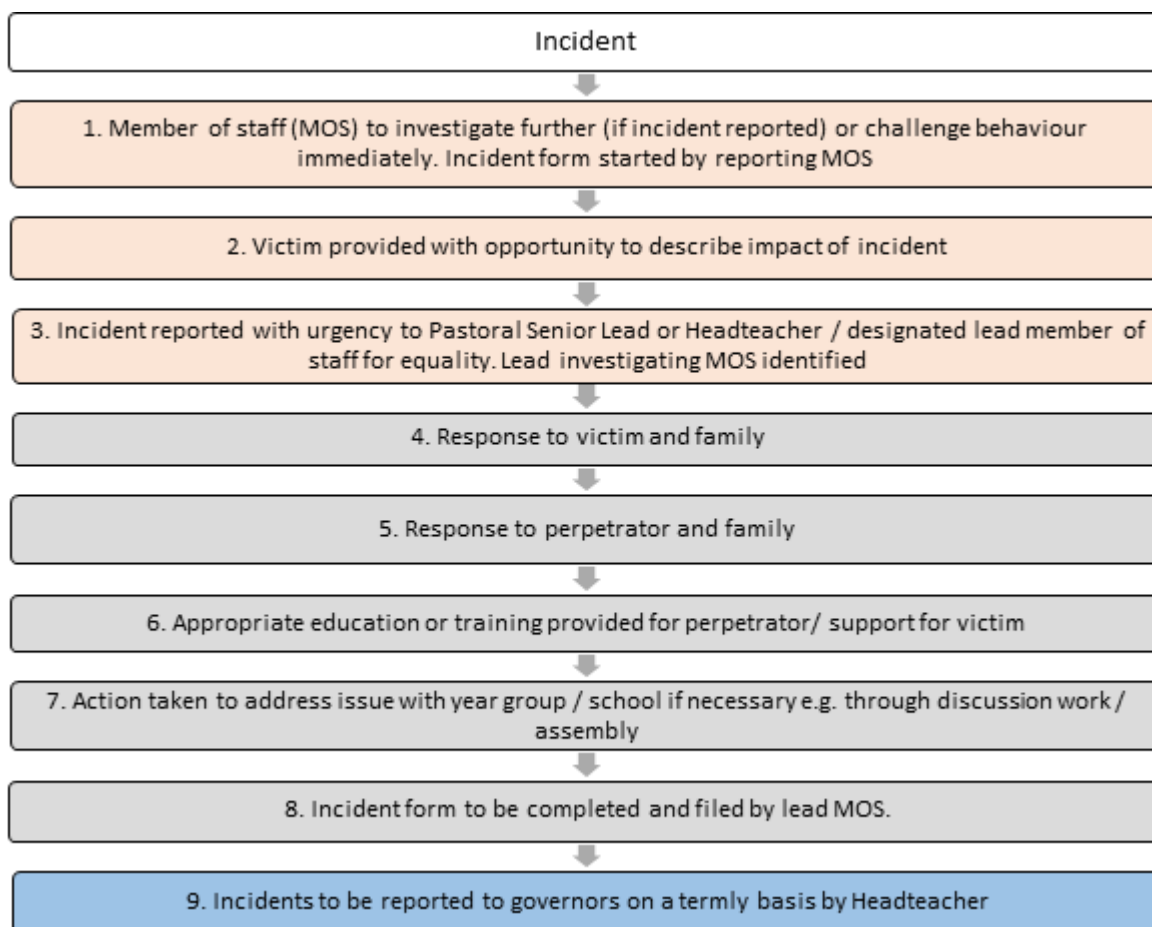
- a) A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: ‘any incident which is perceived to be racist by the victim or any other person’.
- b) A homophobic incident is defined by the UK government (2010, 2019) as one where ‘an individual is targeted against based on their actual or perceived sexual orientation.’
- c) Where the victim or another person perceives there to be evidence of discrimination or intent to discriminate the school will investigate this thoroughly.
- d) Types of discriminatory incidents that can occur are:
 - Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
 - Use of derogatory names, insults, jokes and ‘banter’ and microaggressions*
 - Racist, sexist, homophobic or discriminatory graffiti
 - Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
 - Bringing discriminatory material into school or circulating it online
 - Verbal abuse and threats
 - Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation
 - 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, faith or sexual orientation
 - Excluding individuals from groups on grounds of race, gender, disability, faith or sexual orientation

*A microaggression is a subtle, often unintentional, behaviour or comment that conveys bias or prejudice toward a marginalised group.

- e) The above can occur online as well as in person
- f) Responding to and reporting incidents

The school will ensure that pupils and staff are aware of how they report incidents. All staff, teaching and support staff, will view dealing with incidents as vital to the well-being of the whole school.

6. Our procedure for responding and reporting is outlined below:



- a. Actions 1-3 are initiated upon the reporting of an incident.
- b. The reporting MOS is responsible for conducting Actions 1-3.
- c. The lead MOS is responsible for carrying out Actions 4-8.
- d. If the investigation finds evidence of discrimination, Actions 4-9 will be implemented.
- e. If no evidence of discrimination is found, the incident will be addressed in accordance with the school's Behaviour for Learning Policy, if further action is required.
- f. Action 9 will be carried out by the Deputy Headteacher or Headteacher.

7. Roles and Responsibilities

- a. The governing board are responsible for:
 - Ensuring that the school meets its legal obligations relating to equality
 - Ensuring that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents and that the objectives are reviewed and updated at least once every 4 years
 - Ensuring accountability of the Head for the communication and implementation of the policy and delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

- Reviewing this policy regularly to ensure that it considers any changes in legislation and best practice
- b. The equality link governor is responsible for:
- Meeting with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
 - Ensuring they're familiar with all relevant legislation and the contents of this document
 - Attending appropriate equality and diversity training
 - Reporting back to the full governing board regarding any issues
- c. The Headteacher is responsible for:
- Effectively communicating and implementing this policy and the objectives
 - Monitoring success in achieving the objectives and report back to governors
 - Holding senior leaders and line managers accountable for effective policy implementation
 - Ensuring that that pastoral support and student behaviour policies reinforce the school's approach to equality, diversity and inclusion and that appropriate actions are taken in respect of any student breaches
 - Ensuring that procedures relating to staff recruitment, selection, career development, discipline and grievance are carried out in accordance with the statutory duties to promote equality and eliminate discrimination
 - Holding staff accountable for their behaviour, and providing support and guidance as necessary
 - Monitor all incidents of discrimination and treat them seriously
 - Meet with designated member of staff to ensure leadership has a secure understanding of the community, their needs, and planning is in place to meet them
 - Provide professional development opportunities to enable staff to uphold this policy
- d. The designated member of staff for equality is responsible for:
- Keeping abreast of changes in legislation and best practice in all aspects of equality, diversity and inclusion in schools
 - Supporting the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
 - Meeting with the equality link governor every term to raise and discuss any issues if appropriate
 - Supporting the headteacher in identifying any staff training needs, and deliver training as necessary
 - Engaging with representatives across the diversity of the school community to understand and represent perspectives and needs of differing groups
- e. The HR team is responsible for:
- Supporting all managers in ensuring that procedures relating to staff recruitment, selection, career development, discipline and grievance are carried out in accordance with the statutory duties to promote equality and eliminate discrimination
- f. All school staff are responsible for:
- Upholding and implement the aims set out in this policy

- Promoting equality of opportunity, respect and fairness, provide a safe and inclusive environment, and celebrate diversity
 - Ensuring the curriculum is accessible to all students, addressing individual need and helping them fulfill their potential
 - Striving to provide an UpToDate curriculum, learning materials and create an environment that promotes diversity and inclusion, and challenges stereotypes and bias, and review this regularly
 - Taking positive and consistent action to address all incidents of any form of discrimination, prejudice, racism or homophobia, and record incidents, drawing them to the attention of the headteacher
 - Teachers will support the work of support staff, or temporary staff and encourage them to intervene in a positive way against any discriminatory incidents
 - Following the reporting process, as outlined in this policy
- g. Parents/ Carers are responsible for:
- Parents are required to support this policy, which is based in legislation, and help to eliminate discrimination in the school community
 - Making their child aware of the importance of treating people equally, thus contributing to the delivery of a consistent message about appropriate behaviour
 - Where a child has intentionally behaved in an unfair, unjust or discriminatory manner it is the expectation that parents will support the actions taken by the school and any sanction applied
- h. Students are responsible for:
- Upholding the principles of this policy, in school, when travelling to and from school, and in any interactions that happen between members of the school community online
 - Reporting any incidents of discrimination that they witness or experience, quickly to an appropriate adult so that it can be dealt with swiftly and effectively
 - Contributing to a safe and inclusive environment that celebrates diversity

8. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have
- Taking steps to meet the specific needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to engage fully in school life
- Monitoring the academic progress of groups with and without protected characteristics and tackling underperformance by any particular group

9. Fostering good relations

The school aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting respect, mutual care, community and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies that address relevant issues

- Providing opportunities for students to engage with their local and wider community, such as through guest speaker events, school trips or community events.
- Encouraging all students to participate in extra-curricular activities
- Developing links with external organisations and individuals that have specialist knowledge about particular characteristics
- Celebrating and acknowledging cultural events and contributions

10. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the School considers whether the trip:

- cuts across any religious holidays
- is accessible to pupils with disabilities
- has equivalent facilities for irrespective of their gender
- considers religious observations such as diet

11. Monitoring arrangements

- a. The governing body will receive an annual report in relation to the monitoring and impact of the equality objectives.
- b. The school will review its equality objectives every four years
- c. We maintain confidentiality and work to data protection principles. We publish information in a way so that no student or staff member can be identified.

12. Breach of the policy

- a. The Governing Board will take seriously any instances of non-adherence to this policy by students, staff, contractors or visitors. Any instances of non-adherence will be investigated with the intent of resolving matters, taking action and reviewing practice. Where appropriate, such instances will be considered under the relevant disciplinary or behaviour policy. There is not a separate channel for addressing non-adherence to this policy.
- b. The school strongly encourages informal and local resolution of issues or complaints and will facilitate mediation where necessary.
- c. Concerns about breaches of the policy should be raised at a local level in the first instance, with a view to informal and timely resolution. If such attempts to resolve complaints are not successful, or are inappropriate due to the nature of the breach, then:
- d. Students should raise concerns through their Form Tutor or a trusted member of staff
- e. Instances of a student breaching the policy will be investigated handled in line with the behaviour policy
- f. Employees who believe there has been a breach of this policy may raise this through the Grievance Policy and Procedure

- g. Support is available for students and staff when these procedures are invoked. For students, support is available from the pastoral team. For staff, advice and guidance is available from their line manager, union representative or HR Team.
- h. Any visitor who believes there has been a breach of this policy may complain in writing to the Headteacher, unless the complaint involves them, in which case they should write to the Chair of Governors.

13. Links with other policies

This document links to the following policies:

- School accessibility plans
- Complaints policy
- Behaviour for learning policy
- Anti-bullying policy
- Special Educational Needs and Disability policy
- Teaching and learning policy
- Uniform policy
- Staff grievance policy
- Whistleblowing policy
- Child protection policy

Appendixes

Appendix 1: Equality Act 2010 Protected Characteristics

Age	The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it, i.e. if you can demonstrate that it is a proportionate means of achieving a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.
Disability	Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
Gender Reassignment	The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. The Act no longer requires a person to be under medical supervision to be protected – so a woman who decides to live as a man but does not undergo any medical procedures would be covered. Where transsexual people are absent from work or study because they propose to undergo, are undergoing or have undergone gender reassignment, it is discrimination to treat them less favourably than they would be treated if they were absent because they were ill or injured.
Marriage and Civil Partnership	The Act protects employees who are married or in a civil partnership against discrimination. Single people are not protected.
Pregnancy and Maternity	A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled.
Race	For the purposes of the Act ‘race’ includes colour, nationality and ethnic or national origins.
Religion or Belief	In the Equality Act, religion includes any religion. It also includes a lack of religion, in other words employees or jobseekers are protected if they do not follow a certain religion or have no religion at all. Additionally, a religion must have a clear structure and belief system. Belief means any religious or philosophical belief or a lack of such belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief. Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.
Sex	Both men and women are protected under the Act.
Sexual Orientation	The Act protects non-binary; trans; bisexual, gay, heterosexual and lesbian people.

Appendix 2: Equality Act Prohibited Behaviours

Prohibited Conduct	
Direct Discrimination	Section 13 of the Act defines direct discrimination to be where people are treated less favourably than others on grounds related to their identity as one of the protected groups (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation). The definition of direct discrimination extends protection based on association and perception.
Discrimination by Association	Applies to age, disability, gender reassignment, race, religion and belief, sex and sexual orientation. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
Discrimination by Perception / Perception Discrimination	Applies to age, disability, gender reassignment, race, religion and belief, sex and sexual orientation. This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
Indirect Discrimination	Applies to age, disability, gender reassignment, marriage and civil partnership, race, religion and belief, sex and sexual orientation. Section 19 of the Act defines indirect discrimination as occurring when a provision, criterion or practice is neutral on the face of it, but its impact particularly disadvantages people with a protected characteristic, unless the person applying the provision can justify it as a proportionate means of achieving a legitimate aim. Ultimately, if tested, it will be for a court of law or tribunal to determine what is justifiable.
Discrimination Arising from Disability	This can occur when a disabled person is treated unfavourably because of something connected to their impairment and the treatment cannot be justified.
Failure to make Reasonable Adjustments for Disabled People	The Equality Act 2010 places a duty upon organisations to make reasonable adjustments for staff, students and service users in relation to: <ul style="list-style-type: none"> • provisions, criteria or practices • physical features • auxiliary aids <p>These adjustments apply where a disabled person is placed at a substantial disadvantage in comparison to non-disabled people.</p>
Bullying	Bullying is defined as offensive, abusive, intimidating, malicious or insulting behaviour, or an abuse or misuse of power which undermines, humiliates, denigrates or injures the recipient. The behaviour is unwelcome and may be carried out as a deliberate act or unconsciously.
Harassment	Harassment is unwanted conduct which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment.
Victimisation	Section 27 of the Act defines victimisation as less favourable treatment of someone because they have made or might make a complaint about discrimination under one of the above Protected Group categories. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint.

Thamesmead School Equality Objectives

Thamesmead School has set, and agreed with the governing body the following equality objectives:

Objective	To achieve this objective, we will...	Impact we have made towards achieving this objective (updated with policy review date)
<p>1. To implement a structured program that celebrates cultural festivals and contributions throughout the school year, while broadening opportunities for students to learn about diverse cultures, perspectives, and DEI issues within the curriculum</p>	<p>To create a cultural calendar that informs assemblies, form time activities, displays and events across the school year creating opportunities to celebrate</p> <p>To complete a DEI audit of our curriculum and identify gaps/ opportunities</p> <p>To deliver/ provide CPD activities for staff that increases awareness about different cultures, perspectives and DEI issues within the curriculum including scenario-based training, de-escalation strategies, regular refresher training, and best practice visits</p> <p>To close identified gaps with learning activities that cover the whole school curriculum and ensure fuller representation</p> <p>To identify opportunities to bring speakers into schools to complement the above</p>	<p>In place for 26/27 with assemblies and linked form time activities occurring.</p> <p>To be conducted</p> <p>CPD for staff on Autism awareness completed Jan 26</p> <p>Student workshops on misogyny for students attended by staff Oct 25</p> <p>Lead MOS participating in year long training course on leadership of equality 25-26</p> <p>Department review meetings Sept 26 reviewed coverage and department development plans identified opportunities to broaden content</p> <p>Matt Pinkett spoke to Y8-11 on misogyny and respect – Oct 25</p>
<p>2. To increase positive student perception and engagement in DEI activities, education and policy</p>	<p>To establish a 'culture club' for students to engage and lead</p> <p>To create community opportunities to celebrate culture – food based</p> <p>To identify and implement an effective online reporting tool for discriminatory behaviour</p> <p>To conduct termly surveys to measure perception</p>	<p>To be completed</p> <p>To be completed</p> <p>To be completed</p> <p>To be completed.</p>

<p>3. To increase support provision for students from protected characteristics and challenge negative behaviours</p>	<p>To develop LGBTQ+ support within the school</p> <p>To introduce DEI advocates/ mentors from staff and student bodies</p> <p>To investigate other support group opportunities</p> <p>To provide regular upstander training</p>	<p>LGBTQ+ student group running</p> <p>Lead for equality in post and offering support for staff and students</p> <p>To be developed</p> <p>To be developed</p>
<p>4. To review behaviour policy with specific focus on discriminatory behaviour</p>	<p>To adapt reporting forms to include impact reporting</p> <p>To address discriminatory behaviour explicitly and clearly with the behaviour policy</p>	<p>Completed and in use Sept 25</p> <p>Completed Sept 25</p>