



The Telford Langley School
ENSURING EXCELLENCE

Equality Policy

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Equality Policy

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1. Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate Discrimination
- Advance equality of opportunity
- Foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to

- Publish equality information to demonstrate compliance with the general duty across its functions
- Prepare and publish equality objectives

In order to achieve the above commitments, we will collect data related to the protected characteristics above and analyse the data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. This policy should be read in conjunction with the Community Academies Trust Disabled Persons Policy.

We recognize that these duties reflect international human rights standards as expressed in the UN convention on the rights of the Child, the UN convention on the Rights of People with Disabilities and the Human Rights Act 1998.

2. Core Statements

In fulfilling our legal obligations, we will be guided by seven core statements:

STATEMENT 1: ALL LEARNERS ARE OF EQUAL VALUE

We see all students and potential students, and their parents and carers, as of equal value:

- o whether or not they are disabled
- o whatever their ethnicity, culture, religious affiliation, national origin or national status
- o whichever their gender
- o whatever their sexual orientation

STATEMENT 2: WE RECOGNISE AND RESPECT DIFFERENCE

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- o Disability, so that reasonable adjustments are made
- o Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- o Gender, so that the different needs and experiences of girls and boys, and women and men are recognised

STATEMENT 3: WE FOSTER POSITIVE ATTITUDES AND RELATIONSHIPS, AND A SHARED SENSE OF COHESION AND BELONGING

We intend that our policies, procedures and activities should promote:

- o Positive attitudes towards disabled people, good relations between disabled and nondisabled people, and an absence of harassment of disabled people
- o Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, sexual orientation and an absence of

prejudice- related bullying

- o Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment.

STATEMENT 4: STAFF RECRUITMENT, RETENTION AND DEVELOPMENT

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- o Whether or not they are disabled
- o Whatever their ethnicity, culture, religious affiliation, national origin or national status
- o whichever their gender

STATEMENT 5: WE AIM TO REDUCE AND REMOVE INEQUALITIES AND BARRIERS THAT ALREADY EXIST

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- o Disabled and non-disabled people
- o People of different ethnic, cultural and religious backgrounds
- o Girls and boys, women and men

STATEMENT 6: WE CONSULT WIDELY

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- o Disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- o Both women and men, and girls and boys

STATEMENT 7: SOCIETY AS A WHOLE SHOULD BENEFIT

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- o Disabled people as well as non-disabled
- o People of a wide range of ethnic, cultural and religious backgrounds both women and men, girls and boys

3. The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven statements of equality.

4. Ethos & Organisation

We ensure that the seven statements of equality apply to the full range of our policies and practices, including those that are concerned with:

- * Students' progress, attainment and achievement
- * Students' personal development, welfare and wellbeing
- * Teaching styles and strategies
- * Admissions and attendance
- * Staff recruitment, retention and professional development
- * Care, guidance and support
- * Behaviour, discipline and exclusions
- * Working in partnership with parents, carers and guardians
- * Working with the wider community

5. Addressing Prejudice and Prejudice-Related Bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties

- o Prejudices around disability and special educational needs
- o Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum

- o Prejudices reflecting sexism and homophobia
- o Prejudices reflecting gender and transphobia

At The Telford Langley School we recognise that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the local authority.

6. Roles and responsibilities

We believe that promoting Equality is the responsibility of everyone in the school community. Specific Responsibilities are as follows:

School Community	Responsibility
Governing Body	<p>The governing body is responsible for involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.</p> <p>Ensuring that the school complies with legislation, and that this policy and its related procedures and action plan are implemented.</p> <p>A member of the governing body has a watching brief regarding the implementation of this policy.</p>
Headteacher	<p>As above and including:</p> <p>Promoting key messages to staff, parents and students about equality and what is expected of them and what can be expected from the school in carrying out its day to day duties.</p> <p>Ensuring the whole school community receives adequate training to meet the need of delivering equality, including raising awareness.</p> <p>Ensuring that staff are aware of their responsibility to report prejudice-related incidents</p> <p>Take appropriate action in any cases of unlawful discrimination.</p>
Strategic/Operational Leadership Team	Supporting the Headteacher, in carrying out all of the responsibilities outlined above.

	<p>Ensuring fair treatment of all and access to services and opportunities.</p>
Diversity Lead	<p>To support the Head Teacher and Senior Leadership Team in enhancing the pupil and staff experience through the application of principles of Equality, Diversity and Inclusion</p> <p>To manage and liaise with relevant groups of pupils to ensure that pupil voice is used to act as an effective advocate for presenting the needs of these groups</p> <p>To be the first port of call for pupils to report Equality, Diversity and Inclusion incidents and raise concerns, liaising with the Deputy Head (Relationships) to ensure that issues are addressed sensitively and robustly, with recorded outcomes.</p> <p>To liaise with the school's Head of PSHE and RSE to assist in keeping education and learning about Equality, Diversity and Inclusion issues up-to-date and high in quality.</p>
Teaching Staff	<p>Helping to deliver the right outcomes for all students.</p> <p>Upholding the commitment made to students and parents/carers on how they can be expected to be treated.</p> <p>Designing and delivering an inclusive curriculum</p> <p>Ensuring they are aware of their responsibility to report prejudice-related incidents.</p> <p>Ensuring incidents concerning students are reported and logged.</p> <p>Ensuring all incidents concerning staff are reported and logged.</p> <p>Support students in their class for whom English is an additional language</p>
Non-Teaching Staff	<p>Supporting the school and the Governing Body in delivering a fair and equitable service to all stakeholders.</p> <p>Upholding the commitment made by the Headteacher on how students and parents/carers can expect to be treated.</p>

	<p>Supporting colleagues within the community.</p> <p>Ensuring they are aware of their responsibility to report prejudice-related incidents.</p>
Parents	<p>Taking an active part in identifying barriers for the school community and informing the Governing Body of actions that can be taken to eradicate these.</p> <p>Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Students	<p>Upholding the commitment made by the Headteacher on how students and parents/carers, staff and the wider community can expect to be treated.</p> <p>Supporting the school to achieve the commitment made to tackling inequality.</p>
Local Community Members	<p>Taking an active part in identifying barriers for the school community and informing the Governing Body of actions that can be taken to eradicate these.</p> <p>Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>

7. Information and Resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

8. Religious Observance

We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

9. Staff Development and Training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. All staff receive training on the Schools behaviour and child protection policies. Additional training is also provided on

- What is a prejudice-related incident
- What are the procedures for dealing with such incidents
- Who they report a prejudice-related incident to
- What follow up actions need to be taken

10. Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

11. Monitoring and Evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Equality Objective	Is achieved through	By whom?	How often?	Evidenced in?
To narrow the gap in reading ages between W/Bri boys and their peers	Analyse test data	CE-D, STe, CPa	Annually	School Standards Committee Report SEF Report to SLT
	Analyse chronological reading ages of W/Bri boys in comparison to their peers	CE-D, STe, CPa	Annually	School Standards Committee Report Report to SLT
	Decrease access arrangements in KS3 and KS4	LEv, JEv, CPa	Annually	Examination access arrangements
To promote equality of opportunity for all EAL students	Recording and reporting of data on admissions and in year applications	KPr/KSh	Annually	School Standards Committee Report SLT report
	Analyse attainment in KS3 and KS4 for all EAL pupils and compare with local and national standards	JEv/CPa	Annually	Analyse School Performance Data SLT report School Standards Committee Report
	Analyse exclusion and consequence data for all pupils	KPr/KSh	Annually	Analyse School Performance Data SLT report In Hub Presentations
	Analyse destination data for all EAL students	KPr, SRo	Annually	Destination report from future focus SLT report
	Analyse leadership roles and responsibilities for EAL students	KPr, SRo	Annually	SLT report
Narrow the attainment gap between SEN and Non-SEN pupils	Analyse attendance data	KPr, KSh, DSm	Annually	Analyse School Performance Data SLT report School Standards Committee Report
	Analyse exclusion and consequence data	KPr, KSh LEv	Annually	Analyse School Performance Data

				SLT report School Standards Committee Report
	Analyse progress data for all SEN pupils in KS3 and compare with peers	CPa, JEv, LEv	Annually	Analyse School Performance Data SLT report School Standards Committee Report
	Analyse progress data for all SEN pupils in KS4 and compare with national standards	CPa, JEv, LEv	Annually	Analyse School Performance Data

