



## Equality Statement 2020-2021

*There can never be another you. You are more than special ... you are unique.*

## Equality Statement

### **TMA Philosophy**

At TMA the spiritual, social, moral and cultural development of all our children is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, ethnicity, religion or culture) should feel safe and secure; have empathy for all others and place a high value upon individual achievement and personal development.

### **Section 1: Legal Framework**

The Equality Act (2010) is a legal framework to protect the rights of the individual from unfair treatment and promotes equality of opportunity for all in order to establish a fair and more equal society. The Public Sector Equality Duty (2011) within the Act covers the following protected characteristics: age, disability, gender and gender reassignment, pregnancy and maternity, ethnicity, religion and belief, sexual orientation and sexual identify, marriage and civil partnership.

The Education and Inspections Act (2006) also highlights our duty as a school to contribute to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

Our school also embraces the duties set out 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 which promote working together with others to improve children's educational and wellbeing outcomes.

### **Section 2: TMA Values**

At TMA we seek to embed equality of access, opportunity and outcomes all members of our school community, within all aspects of school life. As a school, we are guided by the following values:

- Shared humanity – identifying commonality and shared values, aspirations and needs, valuing fundamental similarities and universality;
- Valuing difference and diversity – appreciating the richness within our differences and promote understanding and celebration of them;
- Social cohesion – creating positive attitudes and relationships between all groups of people within our school and our local community;
- Equality- eliminating discrimination, harassment and victimisation by promoting that all members of our school communication have equal value;
- Personal and cultural identify – providing opportunities to explore and value the complexities of our personal and cultural identifies as well as consulting people and involving all people;

- Fairness and Social Justice – reducing and removing inequalities that exist in society through staff recruitment, retention and development as well as individually and collectively promoting a more equitable society.

### **Section 3: Guiding Principles**

#### **a) Eliminating discrimination**

Within TMA the following actions are undertaken to eliminate any form of discrimination and prohibited conduct amongst the whole school community for the protection of its pupils and staff.

- All school policies are written with ensuring equality of the pupils and staff within the school and this is clearly shown within the whole school values shown within these key documents;
- The school creed, which underpins the whole school philosophy, which is shared with all stakeholders and taught within the school promote the key messages of equality, individuality and eliminating any form of prejudice;
- With the review of the Equality Statement annually, the responsibilities for each member of staff are reminded and any changes shared annually within team meetings;
- All staff appointments and promotions are made on the basis of merit and ability. Most staff undertaking recruitment within the school have undertaken Safer Recruitment Training to ensure equality in the appointment of new members of staff, adhering to recruitment and selection processes that are fair and in line with statutory duties;
- Ensuring all members of staff within school receive annual performance reviews and that training and development opportunities are available to all staff, subject to budget constraints;
- Admission arrangements for pupil are fair and transparent and do not discriminate on ethnicity, gender, disability or socio-economic factors.

#### **b) Advancing equality of opportunity**

Our school believes it is important to ensure we have a shared view of advancing equality of opportunity between people who share protected characteristics as well as those that do not share it.

We undertake this in the following ways:

- Detailed assessment analysis is undertaken regularly by Heads of Year in conjunction with other members of the Senior Management Team and the Senior Leadership Team. Raise Online documentation is also shared with members of staff with responsibility areas to ensure all groups of learners within school have opportunity to develop in line with their peers academically, socially and emotionally;
- Equality objectives are written to provide clear vision and focused actions to reduce inequality and provide specific support to individuals and groups of pupils;
- Behavioural incidents, including bullying and racist incidents are recorded on the schools tracking system with the actions undertaken also recorded. These are analysed by a key member of staff in order to look for trends or patterns in order to ensure all children have the same opportunities of feeling safe, welcome and happy within school;

- PSHE, RE and Responsible Citizenship areas of the curriculum regularly address ideas of equality through tolerance, friendship and sharing an understanding of a range of religions or cultures;
- A wide ranging enrichment programme of the curriculum, including visits and clubs that are open to all children, making reasonable adjustments were necessary. If children are unable to manage on full residential visits, a Pupil Support visit has also been introduced to ensure opportunities for all;
- Assemblies within the school and pupils sharing things within class and assemblies give opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

### **c) Engagement and fostering good relations**

Within our school values, engagement with all stakeholders is seen as fundamental and we pride ourselves on our engagement with the local community, especially those affected by the decisions we make as a school.

- We engage with a wide range of groups and individuals to ensure that the group of staff and governors that approve the policy represent the diverse community in which we live;
- Our equality objectives are devised based on qualitative and quantitative data that we have collected from assessments but also staff, pupil and parent's questionnaire responses;
- Local community links and events are frequently placed throughout the school's calendar and are open to all, in order to foster good relationships and engage with all members of the community.

### **Section 4: Equality Objectives**

We formulate and publish equality objectives using the views of parents, pupils, staff and governing body as well as sound qualitative and quantitative evidence from within school.

Our equality objectives are written for four academic years, however we are constantly reviewing them and we will report annually on our progress towards achieving them.

### **Section 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 as detailed in the Equality Act. This includes:

- Prejudices around disabilities and special educational needs;
- Prejudices around racism and xenophobia, including those directed towards religious groups and communities and those that are directed against travellers, migrants, refugees and people seeking asylum;
- Prejudices reflecting sexism and homophobia.

We address the experience, understanding and needs of the victim, perpetrator, by-standers and the wider school community through our actions and responses to the above. We keep a record of all prejudice-related incidents and, if requested, provide a report to the local authority about the number, type and seriousness of such incidents and how they have been dealt with in school.

## **Section 6: Roles and Responsibilities**

### **a) The Role of Governors**

- The governing body is responsible for ensuring that the school complies with legislation and this statement and its related procedures are implemented;
- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and staff;
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school;
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to ensure school communication is as inclusive as possible for all stakeholders;
- The governors welcome all application to join the school regardless of the child's socio-economic background, ethnicity, gender or disability.

### **b) The Role of the Head teacher**

- The head teacher is responsible for implementing the policy and ensuring that all staff are aware of their responsibilities;
- The head teacher ensured that all appointment panels give due regard to the plan so no one is discriminated when it comes to employment or training;
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents with due seriousness;
- The head teacher promoted the principle of equal opportunity when developing the curriculum and participation in school life.

### **c) The Role of all Staff**

- All staff will promote an inclusive and collaborative ethos within their classroom and ensure all children are treated fairly;
- All staff will strive to provide a curriculum and material that gives positive images based on ethnicity, gender and disability as well as challenging any stereotypes;
- All staff will challenge any incidents of prejudice, racism and homophobia and record the incidents drawing them to the attention of the Senior Leadership Team;
- All staff will keep up to date with equalities legislation relevant to their work.

## **Section 7: Staff Development and Training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for continued professional development, both as individuals and as groups or teams.

## **Section 8: Monitoring and Review**

In line with the legal requirements, this Equality Statement will be reviewed annually and any adaptations presented to the Governing Body. It will then be shared via the school's website and staff meetings.

### Section 9: Dealing with Complaints

At Two Mile Ash, we endeavour to get it right as we unashamedly put the needs of the pupils and staff first. Our staff have also earned a reputation for being very approachable and good listeners. TMA parents are positively encouraged to come into school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage. However, if this fails and a parent wishes to make a formal complaint, the governing body has published guidelines for parents detailing the necessary stages in the formal complaints procedure.

### Section 10: Safeguarding

At Two Mile Ash School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding TMA procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy.

Any concerns will be referred to the Child Protection Safeguarding Officers; Hayley Donohue (Designated Safeguarding Lead), Lucy Eldridge, Sophie Haycock, Michelle Dixon, Heather Cormack and Sally Moisi (maternity leave from October 2020) as procedures state.

Our Safeguarding Governor is Mrs Nicola Williams.

<b>Version:</b> V1 – Wednesday 14 <sup>th</sup> October 2020	
<b>Approval:</b> This policy was ratified by Two Mile Ash Governing Body.	<b>Next Review on or before:</b> <b>14<sup>th</sup> October 2021</b> This policy will be reviewed annually by the Two Mile Ash Strategic Leadership Team and approved by the Governing Body at least on an annual basis (although amendments prior to this may occur to reflect the key changes and proposals within curriculum currently occurring)