Tidbury Green School

Equality Statement & Objectives

Date of Review

Summer Term 2026

Next Review Date

Summer Term 2028

This document should be read in conjunction with the Equal Opportunities Policy.

Introduction

At Tidbury Green School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents/carers and visitors receiving services from the school, irrespective of any protected characteristics they may embody (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 or sexual orientation). We aim to develop a culture of equality, inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in all aspects of school life.

The Equality Statement & Objectives enable us to achieve a framework for action which ensures that we meet our responsibilities arising out of the public sector duties in an inclusive way.

The Equality Act 2010 was introduced fully in April 2011 and there is no longer a requirement that schools should draw up and publish equality schemes or policies. However, it is still good practice for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which, it establishes specific objectives.

The Equality Act 2010 requires us to publish information that demonstrates due regard to the need to:

- **Eliminate discrimination, harassment, victimisation** and any other conduct that is prohibited under the Act.
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it;
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Tidbury Green School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. Therefore, these expectations apply to all pupils, staff and others using the school facilities.

We are committed to creating a welcoming, inclusive and respectful environment where diversity is valued and celebrated. We recognise that every individual brings unique strengths, experiences and perspectives to our school community. We want every pupil, member of staff, parent, carer and visitor to feel safe, respected, included and able to achieve their full potential.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following **key principles**:

1. We recognise and respect difference

2. We develop positive attitudes and relationships and a shared sense of community and belonging through our together stronger values.

3. We observe good equalities practice in staff recruitment, retention and development.

4. We aim to reduce and remove inequalities and barriers that already exist.

5. We have the highest expectations of all our children.

Information On Pupils by Protected Characteristics
The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information On Other Groups of Pupils
In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

Accessibility
Tidbury Green School is committed to ensuring that disabled pupils, staff, parents/carers and visitors can access the curriculum, the physical environment and information as fully as possible. The school

maintains an Accessibility Plan, which is reviewed regularly and sets out how we will continue to improve access for disabled members of our school community in line with the Equality Act 2010.

Reasonable Adjustments
Tidbury Green School is committed to making reasonable adjustments to ensure that disabled pupils, staff, parents/carers and visitors are not placed at a substantial disadvantage. We work closely with families and external agencies, where appropriate, to identify and implement adjustments that enable individuals to participate fully in school life.

Eliminating Discrimination and Other Conduct That Is Prohibited By The Act
The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Tidbury Green School 'due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Our behaviour policy ensures that all children feel safe at school and addresses bullying.
- Reporting, responding to and monitoring all racist incidents.
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping.
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success.
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary.
- Ensuring that all pupils have the opportunity to access extra-curricular provision.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Providing regular training for staff on equality, diversity, inclusion, safeguarding and unconscious bias where appropriate.
- Promoting respect for diversity and inclusion through the resources and books in school that we share with children of all ages.

Advancing Equality of Opportunity Between People Who Share A Protected Characteristic And People Who Do Not Share It
We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Actively seeking and responding to the views of parents and carers through regular communication, consultations and feedback opportunities.
- Seeking and responding to the views of pupils through pupil voice activities, School Council, surveys and everyday interactions to help ensure that all children feel valued, represented and included.

Fostering Good Relations Across All Characteristics - Between People Who Share a Protected Characteristic and People Who Do Not Share It

We foster good relations by:

- Ensuring that Tidbury Green School is seen as a community school
- Ensuring that equality, diversity and inclusion are embedded throughout the curriculum, collective worship and wider school life. Through age-appropriate learning, pupils develop an understanding of protected characteristics, British Values and the importance of respect, kindness and inclusion.

Equality Objectives

At Tidbury Green School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1: Monitor attainment, progress, participation and behaviour across protected characteristics and vulnerable groups, identifying and addressing any emerging gaps through targeted action.

Objective 2: Continue to improve outcomes for disadvantaged pupils, pupils with SEND and other vulnerable learners by ensuring high-quality adaptive teaching and effective intervention.

Objective 3: Increase parental engagement and participation across all groups by reviewing attendance at workshops, consultations, clubs and school events, taking action where participation is disproportionately low.