

Equality and Diversity Policy

Introduction

The Tas Centre is committed to developing, maintaining, and supporting an inclusive culture and environment for its employees, Pupils and the communities it serves.

Aim:

The TAS Centre aims to reduce and remove inequalities and barriers that already exist. In addition to avoid or minimise possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- Girls and boys, women and men;
- Lesbian, gay, bisexual and transgender; and
- Age (where appropriate).

The Achor Sendfriendly Centre follows duties under the equality act 2010. The general duties include:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunities

- Foster good relations in relation to the protected characteristics of:
 - Age (as appropriate for schools);
 - Disability;
 - Race;
 - Religious beliefs;
 - Sexual orientation
 - Sex (including issues of transgender)
 - Gender reassignment
 - Maternity and pregnancy
 - Marriage and Civil Partnership (for employees)

Our Mission

At the TAS Centre pupils' learning, interests and achievement are paramount, and we make it our priority.

We provide excellent and motivating education, tailored to individual needs in a safe and secure environment. Success is celebrated; independence is encouraged; Everyone is valued, respected as an individual and is eager to learn with enjoyment. The school has a fun, motivating and happy atmosphere where pupils reach their full potential

Guiding Principles

At The Anchor Send friendly Centre we have guiding principles to help us fulfil our statutory duties.

We foster positive attitudes and relationships, and a shared sense of togetherness and belonging.

The intention for our policies, procedures and activities is to promote:

- positive attitudes towards disabled people, build good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, or national origin, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men, lesbian, gay, bisexual and transgender people and an absence of sexual and homophobic harassment; and
- promote positive intergenerational attitudes and relationships.

The TAS Centre recognises and respects diversity by treating people equally, which does not necessarily involve treating them all the same as we recognise individuality.

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:

- Disability, so that reasonable adjustments are made;
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- Gender and sexual orientation so that the different needs and experiences of girls and boys, women and men lesbian, gay, bisexual and transgender people are recognised;
- Religion belief or faith background;
- Sexual identity; and
- Age (where appropriate).

We see all members of the school and the wider community of equal value: In spite of their:

- Disabilities
- Ethnicity,
- Culture beliefs,
- National origin or

- Socio- economic background and circumstances
- Gender and sexual identity
- Religious or non-religious affiliation or background and
- Age

The TAS Centre ensures that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support the Centres' vision and values.

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development, In spite of their:

- Disabilities
- Ethnicity, culture, and religious beliefs or affiliation, and national origin;
- Gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity; and
- Age

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. Where possible we consult and involve:

- Disabled people as well as non-disabled;

- People from a range of ethnic, cultural and religious backgrounds;
- Both women and men, and girls and boys;
- Lesbian, gay, bisexual and transgender people; and
- People of different ages and generations.

Addressing Prejudice Related Incidents

The TAS Centre is opposed to all forms of prejudice, and we recognise that staff, children and young people who experience any form of prejudice-related discrimination may fair less well in the education system and in the workplace. We provide both our pupils and staff with an awareness of the impact of prejudice to prevent any incidents. If incidents still occur, we address them immediately and may seek support from outside agencies.

The TAS Centre is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices related to disability and special educational needs
- prejudices related to 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, refugees and people seeking asylum.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We feel that the community 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:

- Disabled and people without disabilities;
- People of a wide range of ethnic, cultural and religious backgrounds;
- Both women and men, girls and boys,
- Lesbian, gay, bisexual and transgender people; and
- People of different ages and between generations.

The TAS Centre applies those principles named above practically;

For that to take place the following characteristics have been considered to identify practical objectives and plans of specific action:

- Disability
- Ethnicity
- Gender
- Sexual orientation
- Religious, Personal and culture beliefs and
- Age

Our Fundamental values and organisation is to:

Ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and assessment;
- Pupils' and staff personal development, welfare and well-being;
- Teaching styles and strategies;
- Admissions and attendance;
- Staff and governor 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;
- Participation of groups in wider school activities; and
- Preparing all members of the learning community for living and positively contributing to a diverse society.

Roles and Responsibilities

The Proprietress is responsible for implementing the policy statement; for ensuring that all staff, CEO and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Senior members of staff have day-to-day responsibility for coordinating the implementation of the policy statement alongside the proprietor.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom

- challenge and deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up to date with equalities legislation relevant to their work.
- ensure that pupils have the opportunity to have their voices heard with regards to equality issues

Publishing information on the school's public sector equality duty

This policy is available electronically on the school website, in hard copy on request at the school office.

Our Objectives is:

- To ensure that all pupils make good or better progress irrespective of their protected characteristic, and to ensure that appropriate interventions are put in place to enable individual pupils to make good or better progress
- To ensure that, all pupils, regardless of their race, disability, gender, gender re-assignment, age, sexual orientation, religion and culture beliefs, will continue to be provided with the best quality of education and care.
- To promote the fundamental British values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect, and Tolerance of those of different faiths and culture beliefs



The Anchor SENDfriendly Independent
Specialist School

Created	16/08/2024
Next Review	16/08/2027
Created by	Mariam Ssebaduka
Reviewed by	
Reviewed on	