



EQUALITY AT THOMAS TALLIS

This document has two purposes.

1. *It has a policy statement fulfilling the requirements of the Equality Act 2010, the Public Sector Equality Duty and our 'general duty'.*
2. *It sets out principles to be read in conjunction with the evidence about our school community annexed to the document.*

At Thomas Tallis we value fairness, equality and justice and respect each other's cultures and gifts. This underpins our school plan, whose paradigm statements read as follows:

Our plan for education to understand the world and change it for the better	
CURRICULUM M Who we are	Thomas Tallis is a creative comprehensive school committed to a broad and balanced entitlement curriculum. Evidence informed, we use excellent teaching, data, and CPD to build quality, fairness and success for our young people for the long term. Literacy and numeracy across the curriculum enhance progress for everyone. Research and development focuses our thinking and improves our teaching and learning. We scrutinise our achievements and seek to improve them for all of our children. Our Habits of persistence, discipline, imagination, inquisitiveness and collaboration permeate everything we do. All our achievement and curriculum plans are based on this.
INCLUSION What we do	Inclusive Tallis enables our young people to understand themselves in a happy community characterised by positive peer pressure. Decision-making humanely balances the needs of individuals in community: we look for creative solutions to problems. We use feedback in all aspects of our life to develop young people's independence and improve our service. Our character values, which help develop character for learning as well as personal development are fairness, honesty, kindness, respect and optimism. They permeate everything we do. All our inclusion plans are based on this.
COMMUNITY How we work	Community Tallis aims to commission, sustain and model the best possible context for our students and our school to learn and grow, seeking enrichment and cultural capital for all our students. We know, understand and work with our community inside and outside school. We work in a national context with local knowledge of how students and staff flourish. We are committed to sharing and collaborating with other schools for the common good. Governors support our strengths and challenge strategically. Our community framework of connecting, communicating and collaborating permeates everything we do. All of our community and resourcing plans are based on this.
	<ol style="list-style-type: none"> 1. Achieve positive P8, with a focus on maths and English and aim for ALPs 2. (Curriculum Plan) 2. Respond to consultation on curriculum change at KS4 (Curriculum Plan) 3. Plan and achieve consistency in all aspects of teaching including home learning (Curriculum Plan) 4. Increase attendance to 96%, keep PA below 12% and exclusions below the national average. (Inclusion Plan) 5. Build links with parents, our local community and school partners so that no family is unknown to us. (Community Plan) 6. To implement, monitor and evaluate the Tallis Fair Workload Charter (Curriculum Plan) <p>Assure financial sustainability so that balanced budgets may be set from 2018-19. (Budget)</p>
<p>Above all, we mean what we say <i>'It shines out of you that you really care about each and every student, that each student is given a fair chance, a decent education and treated as an individual.'</i> (Parent 2017)</p>	

The 2010 Act requires an 'equality objective'. For us this is

We want young people from all backgrounds to experience a broad and balanced education, make the best possible progress and grow into good citizens who understand the world and will change it for the better.

Our Policy

1. Thomas Tallis has due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity and foster good relations for pupils, staff and all others using school facilities.
2. We aim to help our young people learn in an ethos and atmosphere of dignity and fairness, where they may develop themselves, knowing that differences are respected and they are encouraged to take responsibility for their actions and become good citizens. In particular we
 - i. Sustain a broad and balanced curriculum for all students
 - ii. Secure and maintain excellent teaching for all our young people.
 - iii. Strive to narrow gaps between different groups of attainers by analysing differences and raising standards.
 - iv. Aim to eliminate harmful and abusive behaviour and tackle every single incident of which we are aware
 - v. Eliminate unacceptable behaviour and disruptions to learning
 - vi. Build a cohesive school community where all can thrive. This is a particular feature at Thomas Tallis, as our young people come from a very wide range of backgrounds, with very different experiences of learning outside the classroom and cultural capital.
3. Fulfilling our responsibilities as good employers in a humane environment, we want our staff also to experience full equality and fairness in all our actions at Thomas Tallis school

WE ARE ACTIVE IN OUR COMMITMENT

4. We advance fairness and foster good relations. We are committed to inclusion so that all of our community may have fair access to all of our services and provisions. We try hard to tackle disadvantage and meet the needs of particular individuals and groups of students with protected characteristics. The following are examples only of the range of activities
 - i. Disability: our 2011 building is fully DDA compliant. We have specific provision for deaf students and for those with autism or language impairment and bespoke equality plans for those groups. Our SEN Department arrange for reasonable adjustments to be made for students with other disabilities. Auxiliary aids and services are provided as 'reasonable adjustments' and each case is judged individually.
 - ii. Ethnicity and race including EAL: we issue severe consequences for racism, and successfully exercise downward pressure on the frequency of those incidents.
 - iii. Gender: our school has had disproportionately more boys than girls so we ensure that our understanding of excellence in teaching ensures fair access to teacher attention. Where we identify underachievement in a gender group we develop flexible programmes to safeguard their learning. We address each underachieving group each year with a programme designed specifically for the young people involved. This imbalance has rebalanced from 2017-18 onwards.
 - iv. Gender reassignment: where a student chooses to question assigned gender, we work sensitively with other agencies and parents where possible to meet needs and have some successful groundbreaking practice in school on the matter. Transgender bullying is also notifiable to the LA. We are a Stonewall

- Champion School and raise awareness of transgender issues in assemblies and publicity around the school.
- v. Pregnancy and maternity: although it is rare for a student to become pregnant while at Tallis we work alongside her, her family and other agencies to safeguard her education. We offer clear and well-supported SRE opportunities.
 - vi. Religion and belief: we are a secular school, but support young people's faith development. We have good links with local faith communities. We offer supervised shared prayer space. Parents seeking to exercise their right of withdrawal from RE are encouraged to reconsider. Sixth form are given formal opportunity to debate matters of belief. Students enthusiastically support fundraising opportunities. Whole-school Community days enable and encourage understanding of religion and belief.
 - vii. Sexual Orientation: we are a Stonewall Champion School and promote equality and tackle discrimination at all times. LGBT students are confident in their sexuality and their identity
 - viii. Mental Illness: We take mental illness very seriously and are proactive in seeking or offering support to students (and sometimes parents) where appropriate. Please see our policies on SEN, accessibility and safeguarding for further information.
5. We believe that we are acting in accordance with the Brown Principles. These were set out in 2008 as a result of a disability-related court case. They have since become benchmarks for equality:
- i. We are aware of our equality duty in all decision-making
 - ii. We consider equality issues at the time that decisions are made
 - iii. We aim to carry out rigorous analysis of a decision's impact on equality
 - iv. HT and governors understand that while other colleagues may carry out much of the work, we may not delegate this duty
 - v. We exercise this duty continually, and pay regard to it in all our work.
 - vi. We will aim to keep dated records to demonstrate that equality issues have been considered.

OUR DAILY LIFE HAS FAIRNESS, EQUALITY AND JUSTICE AT ITS HEART

6. At Tallis we have adopted 5 character traits that we call 'Tallis Character'. These are kindness, respect, optimism, honesty and fairness. We encourage these traits in all that we do.
7. We talk about 'fair chances' rather than 'equal opportunities' to remind us that a meritocracy merely offers the more advantaged an easier swim to the top. Fair equality of opportunity means that an individual should have as effective an equal chance as another of similar natural ability, and be supported where necessary.
8. Social cohesion is a determining characteristic of our school, clearly described in our School Plan. OFSTED expects school leaders to *promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disabilities and sexual orientations (and other groups with protected characteristics), through our words, actions and influence within the school and more widely in the community. (Overall Effectiveness, paragraph 137)*. So, we do the following to encourage community cohesion:
 - i. Excellent teaching and behaviour management so that young people are enabled to develop for themselves, freely, with mitigated peer pressure.
 - ii. A range of cultural entitlements is offered to promote community cohesion, ranging from specifically targeted events such as a range of activities from our program of social and relationship education, celebrating Black History Month, to whole school events such as community days which take place 3 times per year.

- iii. Students attracting Pupil Premium funding are targeted for free access to these activities.
 - iv. We have an extensive pastoral welfare team who are proactive as well as reactive with a systematic restorative process at the heart of our approach. Please see the behaviour policy for further information.
 - v. Observe teaching to demonstrate that our young people mix freely and well.
 - vi. We use key data to identify where any groups are disproportionately represented negatively in terms of sanctions, attendance and rewards. For example, there is evidence of this being the case for pupil premium students in our school. We work tirelessly to enable them to avoid these patterns, for example, through targeting specific students for support, targeting specific parents to attend parent events, mentoring and reward schemes.
9. We have extensive consultation and engagement programmes with students, staff and parents. For students, there are year councils, school councils and the sixth form committee as well as regular requests for feedback on a range of issues. For parents, there are parents' evenings, open forums and an extensive year 7 parents' induction programme as well as a significant number of individual events such as the "support your teen' evening. For further details, see the policies on accessibility and safeguarding. Staff have staff meetings and joint consultative councils as well as regular staff training on equalities, mental health, harmful and abusive behaviour. Governors are active in committees and linked to departments. All of this is part of our community plan.
 10. We take particular care to ensure that our year 7 form groups are socially mixed. We ensure that teachers are not making assumptions about potential based on social class, such as unexplained vocabulary or familiarity with cultural indicators. Evaluation with young people confirms that children mix successfully beyond their former primary school cohort. Bespoke commercial evaluation with parents establishes that they do not believe that any group is unfairly treated.
 11. Attendance at Parents' Consultation Evenings is closely monitored, and steps taken to involve those who do not participate alongside the majority.
 12. At all times Thomas Tallis seeks to maintain its commitment to social justice, such that no young person's aspiration is limited by the circumstances of his or her birth. This is deeply embedded in our collective life.
 13. Inspectors may assess our commitment to equality through
 - i. this document,
 - ii. our daily practice in school under all inspection headings,
 - iii. our vision and planning documents and materials,
 - iv. evaluations (internal and commercial),
 - v. Governors' sub-committee plans and minutes
 - vi. the school website
 - vii. conversations with young people, staff, parents and governors
 - viii. cultural opportunities

Carolyn Roberts
Governors Inclusion
Date of Last Review: March 2018
Agreed by Governors: Jan 2019
Date of Next Review: January 2020