



# **Tuition, Medical and Behaviour Support Service**

## **Equalities Policy**

<b>Adopted:</b>	September 2017
<b>Reviewed:</b>	November 2025
<b>Next Review:</b>	November 2026
<b>Governing Committee:</b>	27 November 2025
<b>Responsibility:</b>	Greg Portman

<b>Contents</b>	<b>Page</b>
<b>The Equality Act 2010</b>	<b>3</b>
<b>Introduction</b>	<b>4</b>
<b>Ethos and Atmosphere</b>	<b>5</b>
<b>Consultation and Involvement</b>	<b>5</b>
<b>Roles and Responsibilities</b>	<b>6</b>
<b>Monitoring and Review</b>	<b>6</b>
<b>Learning and Teaching</b>	<b>7</b>
<b>Learning Environment</b>	<b>8</b>
<b>Curriculum</b>	<b>8</b>
<b>Community Cohesion</b>	<b>9</b>
<b>Staffing and Staff Development</b>	<b>9</b>
<b>Equality Objectives</b>	<b>9</b>
<b>Publishing the Policy</b>	<b>10</b>

## **The Equality Act 2010**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristic. The Equality Act replaced nine major existing equality legislation such as the:

- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Race Relations Act 1976
- Disability Discrimination Act 1995
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Age) Regulations 2006
- Equality Act 2006, Part 2
- Equality Act (Sexual Orientation) Regulations 2007

It provides a single consolidated source of discrimination law, covering all types of discrimination that is unlawful. The Equality Act 2010 sets out the “protected characteristics” from discrimination as:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Marriage and civil partnerships
- Gender reassignment
- Pregnancy or maternity

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to Services and has 3 main elements:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristics and people who do not.

Under the PSED is requires Services to:

- To publish information to demonstrate how they are complying with the PSED
- Prepare and publish equality objectives every 4 years

## Introduction

Tuition, Medical and Behaviour Support Service (TMBSS) is a Pupil Referral Service, providing education across the whole county of Shropshire for students between 5 and 16. We deliver this service across seven education centres, two hospitals and outreach support.

TMBSS is an inclusive community. Our key aim is **to develop a highly effective, responsive Pupil Referral Unit which meets the needs of students with social, emotional, mental health and medical needs** by:

- ensuring the safety of students by creating a secure environment.
- providing a high quality learning experience appropriate to the individual needs of the students.
- maintaining students' programmes in their local community as far as possible.
- offering professional assessment of the primary need of the students to inform their future placements.
- supporting reintegration back into full-time education at the earliest opportunity.
- ensuring that students have the opportunity to achieve outcomes suitable for them post 16.

In addition to our expertise with managing the cases of students who are unable to attend their mainstream school, we believe that to achieve our aim, the students referred to TMBSS deserve fair access the curriculum and facilities available to their peers. Only this will enable them to close the gap on previous missed opportunities and support them in achieving their true potential.

This policy outlines the commitment of the staff, students and governors of TMBSS to ensure that equality of opportunity is available to all members of the community. For our Service, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of students, whilst celebrating and valuing the achievements and strengths of all members of the service community. These include:

- Students
- Staff
- Volunteers
- Parents/carers
- The governing body
- Multi-agency staff
- Visitors to Service

We believe that equality at our Service should permeate all aspects of school life and is the responsibility of every member of the Service. Every member of the TMBSS community should feel safe, secure, valued and of equal worth. At TMBSS, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

In addition, TMBSS will:

- ensure that the services it provides are accessible to all and endeavour to positively encourage and benefit people from disadvantaged groups
- supply specialist aids and facilities to enable disabled people
- Have an Accessibility Plan that is reviewed every year.
- monitor any issues that arise within the organisation and take appropriate action, fully supporting any person in the organisation who is faced with prejudice or discrimination
- undertake an annual evaluation process to ensure that the policy is clear, in keeping with current legislation and being adhered to
- treat seriously any breaches of the policy, regarding them as misconduct which may lead to disciplinary proceedings

### **Ethos and Atmosphere**

- At TMBSS, the leadership of the Service community will demonstrate mutual respect between all members of the Service community
- There is an openness of atmosphere which welcomes everyone to the Centres.
- All within the Service will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- Respecting and valuing diversity demonstrates our commitment to promoting community cohesion and is reflected in multi cultural provision and curriculum services.
- All students are encouraged to greet visitors to the Service with friendliness and respect
- The displays around the Service are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning classroom based and externally based activities
- We have strong links with the community including mainstream schools, workplace providers, colleges, vocational providers and businesses.

### **Consultation and involvement**

It is a requirement that the development of this policy and the actions within it have been informed by the input of staff, students and parents and carers. We have achieved this by using the following to shape the policy

:

- Input from staff surveys or through staff meetings / INSET
- Feedback from the PSHE lessons
- Issues raised in annual reviews or reviews of progress
- Feedback at Governing body meetings

## **Roles and Responsibilities**

### **Governing Body**

- The Governing body will ensure that the Service complies with statutory requirements in respect of this policy.

### **Executive Headteacher**

- The Executive Headteacher is responsible for the implementation of this policy
- will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The Executive Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- The Executive Headteacher ensures that all recruitment panels give due regard to the Equality Policy, so no-one is discriminated against when it comes to employment or training opportunities.
- The Executive Headteacher treats all incidents of unfair treatment and any incidents of bullying and discrimination, including racist incidents, with seriousness.

### **Staff**

- Our staff will promote an inclusive and collaborative ethos in the Service, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- Respect others regardless of who they are
- Challenge incidents of prejudice, racism or homophobia and record any serious incidents, and bring this to the attention of the Executive Headteacher.

## **Monitoring and Review**

TMBSS is an inclusive Service. We use the curriculum and teaching to enhance the self-esteem of those who use it and to provide a learning environment when each individual is encouraged to fulfil their potential.

We make regular assessments of student's learning and use this information to track students' progress, as they move through the Service. As part of this process we monitor the performance of different groups, to ensure that all students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of students where the information suggests that progress is not as good as it should be. The governing body receives updates on student performance information.

As well as monitoring student performance information, we also regularly monitor a range of other information:

Areas for analysis with regard to equality information:

- Attainment
- Attendance
- Exclusions

- Complaints of bullying and harassment
- Complaints of racism
- Participation in School Council
- Student contributions to reviews

The Service is committed to providing a working environment free from discrimination, victimisation and harassment.

It aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse need.

We collect and analyse the following information for our staff and governors:

- Applicants for employment
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals

### **Learning and Teaching**

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all students and prepare them for life in a diverse society
- Provide an inclusive communication environment in which staff must ensure that communication is accessible to everyone so that students can benefit from opportunities for incidental learning in addition to an appropriate style of curriculum delivery
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for students to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop students advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity and includes individual communication targets and an inclusion programme
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all student groups
- Take account of the performance of all students when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of students
- Identify resources and training that support staff development

## **Learning Environment**

- Staff enthusiasm is a vital factor in achieving a high level of motivation and good outcomes from all students
- Adults in the Service will provide good, positive role models in their approach to all issues relating to equality of opportunity
- We will meet all students' learning needs by carefully assessed, differentiated and administered programmes of work
- The Service will provide an environment in which all students have equal access to all facilities and resources
- All students are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the Service to ensure that effective learning takes place at all stages for all students
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage
- All students/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.

## **Curriculum**

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Students have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all students have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All students have access to assessment which recognises attainment and achievement and promotes progression
- Staff take account of SEN, gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as the deaf community, Gypsy, Roma and Traveller, refugee and asylum seeker students
- All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)



## **Community Cohesion**

TMBSS are committed to supporting community cohesion by:

- developing a common vision and sense of belonging
- developing an appreciation of the diversity of people's backgrounds and circumstances
- creating opportunities for all learners to achieve their potential
- building strong and positive relationships

Engagement and extended services:

- We have good links with other schools, locally and regionally.
- Teachers have links with other schools and promote good role models when interacting with staff from other schools, through a range of activities
- Learners have a strong voice and opportunities to take responsibility through our Student Council
- We engage parents through review meetings. Our pastoral system works with the EWO service, to improve children's attendance
- We have strong links with external agencies including social care, the EWO service, the health service and police.
- Multi- agency working with voluntary agencies and private sector.
- Building networks and partnerships between services to encourage joint thinking and sharing of skills.
- Integrated support to ensure a personalised service.
- Relevant signposting to other agencies in the community.

## **Staffing and Staff Development**

TMBSS is committed to the promotion of equal opportunities and freedom from discrimination in all aspects of its services. We believe that we should take positive steps to promote equality of opportunity in the delivery of our Services and the employment of people – please see staffing equality policy.

## **PSED Objectives 2025-2028**

- To develop staff knowledge and skills to challenge radical views including hate speech, misogyny and racism.
- To provide opportunities for students to debate differing view points relating to fundamental British values, diversity and equality.
- To embed the pre-formal curriculum to support learners to access the formal curriculum in secondary settings
- To review the accessibility plans across the Service annually for students, staff and visitors.
- Students will understand what a healthy and trusting relationship looks like, including respecting boundaries.
- Staff will foster safe spaces where children feel listened to, believed, and respected.

**Publishing the Policy**

In order to meet the statutory requirements for Public Sector Equality Duty:

- Publish our Policy on the Service website
- Raise awareness of the Policy through the school newsletter, staff meetings and other communications
- Make sure hard copies are available