



EQUALITY & Diversity POLICY

Ratified by Chair of Govs.

Signed by 

Date:..... 01/6/25

Date:

Review Date:

Purpose of Statement and Guiding Principles :

The purpose of this statement is to define our provisions' commitment to equality and diversity and represent our commitment to a common set of values and objectives, as well as a consistent approach to communicating, implementing, and monitoring the statement.

Our provisions are committed to equality in both employment and education provision. We aim to ensure that Learners, parents, Management Board, employees, contractors, partners, clients, and those who may potentially join our community, are treated fairly, and with dignity and respect.

This policy encompasses the following protected characteristics:

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

Our provisions recognise that it is also unlawful to discriminate by association or perception, e.g. treating a Learner unfairly based on the Protected Characteristics of their parents or other family members.

This statement recognises the four types of unlawful behaviour

- + Direct discrimination
- + Indirect discrimination
- + Harassment
- + Victimisation

Every possible step will be considered with the aim of ensuring individuals are treated fairly and decisions are based on objective criteria.

Public Sector Equality Duty:

Our provisions are fully aware of the requirement, in carrying out their functions, to have due regard to the need to:

- + 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 characteristic and people who do not share it

Due regard means giving relevant and proportionate consideration to the duty. For our provisions this means that:

- + We will be aware of the duty and have due regard when making decisions and will assess whether it may have a particular implication for people with a particular protected characteristic
- + We will consider equality implications before and the time a policy is developed and will keep those implications under review on a continuing basis
- + We will ensure that the duty is integrated into the carrying out of the school's functions

In accordance with its obligations under the [Equality Act 2010 \(Specific Duties\) Regulations 2011](#), Our provisions will draw up and publish equality objectives every four years and annually publish information demonstrating how it is meeting the aims of the public sector equality duty.

Links with Other Policies or Legislation:

This statement applies to every policy, procedure, and guidance document that is produced in relation to learners, staff, parents, and the Management Board.

This statement is underpinned by the Equality Act 2010 ("the Equality Act").

Other policies which link to this statement are:

- + SEND Policy
- + Exclusion Policy
- + Admissions Policy
- + All Employment Policies

Equality Statement:

Our provisions will ensure that equal opportunities and the principles of fairness underpin all aspects of policy, procedure, education provision, consultation, and decision-making.

Our provisions are committed to equality in the delivery of education, whether the service is directly provided by us or contracted out to a third-party provider.

Our provisions aim to provide high-quality education services, making sure services are easily accessible. We will improve what we do by continuing to consult with staff, learners, parents, the Management Board, our communities, and partners about equality issues. We will promote our equal opportunities policy in our contact with parents, staff, the Management Board, and external organisations.

We will make every effort to create equality of opportunity to ensure they are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age culture, religion, nationality, or caring responsibilities.

Where necessary we will implement reasonable adjustments, or additional support, to ensure equality of access to an education and suitable working environment.

Our staff and the Management Board who agree and deliver our education provision will recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special needs and understanding differences.

Behaviour will reach our high standards of conduct (staff and learners) and the learning environment we provide will be safe and accessible for those studying and working.

Our provisions will adhere to statutory Government legislation and give consideration to other relevant guidance, which aims to make sure that everyone is treated with equity.

Our provisions will not tolerate any form of discriminatory behaviour against members of the Alternative Provision community.

Employment:

Our provisions are committed to ensuring that employees have equal access to jobs, training, and professional development opportunities

All employment policies refer to the provisions of the Equality Act 2010.

Our provisions recognise that we have broader responsibilities to employees and situations that may be covered by the Act. For example, an employee with parental or caring responsibilities for a disabled dependent may have rights under the Act which the provisions would need to consider.

All recruitment will be undertaken with regard to the obligations set down by the Equality Act and applications will be monitored to report on recruitment activity, in line with the Act.

Employees who are in breach of this statement will be dealt with under the provisions disciplinary policy.

Learners Provisions:

Our provisions will ensure that Learners are provided with appropriate support to recognise their individual needs. This includes protection under the Act extending the reasonable adjustment duty to require our provisions to provide auxiliary aids and services to disabled learners.

All policies relating to the provision of education, the curriculum, behaviour for learning, attendance, exclusion, medical treatment, and Child Protection and safeguarding policies should consider the provisions and duties of the Act.

The protected characteristic 'Age' does not apply to Learners in our provisions.

Contractors and Service Providers:

Our provisions will ensure that all service providers that are contracted to provide services to Learners, staff, or visitors will comply with Equalities legislation.

Where services are deemed not to meet our provisions standards, in relation to equal opportunities and fairness, contracts may be terminated.

Our provisions - Equalities Objectives:

In setting our objectives for we are guided by the following 9 principles:

1. All learners are of equal value
2. Recognise and respect difference
3. Foster positive attitudes and relationships and a shared sense of cohesion and belonging
4. Observe good equalities practices in staff recruitment, retention, and development
5. Aim to reduce and remove inequalities and barriers that already exist
6. Consult and involve widely
7. Society as a whole should benefit
8. Base our practices on sound evidence
9. Measurable objectives

Objectives - Agreed and Published January 2025 *(to be reviewed annually and updated every 4 years (2028)).*

- ✚ Children/young people from Vulnerable Groups (as defined by the DFE, Vulnerable Children and young people, and critical workers, May 2023) will achieve at least as well as their peers and in line with 'others'
- ✚ We will deliver responsive services and customer care that is accessible and inclusive to individuals' needs and respects faith, beliefs, and cultural differences
- ✚ We will work to ensure that there is equal representation of genders among roles within our provisions
- ✚ We will ensure that all children/young people and staff, no matter their sexual orientation, are treated fairly and supported.

To satisfy the Public Sector Equality Duty, we have undertaken the following:

a) Eliminating discrimination:

- ✚ We have published clear policies relating to behaviour, bullying, recruitment, and pay where the importance of avoiding discrimination and other prohibited conduct is expressly set out
- ✚ We provide staff training on equality issues
- ✚ We work with staff to raise awareness of unconscious bias
- ✚ We engage with external providers to support Our provisions delivering key messages relating to discrimination – SARI for example
- ✚ We survey children/young people and act on outcomes of the survey to improve tolerance of all in our communities
- ✚ We will complete equalities impact assessments as part of our review process

b) Advancing equality of opportunity:

- ✚ We collect data and adjust programmes where necessary, to ensure pupils with different characteristics can access educational visits and extra-curricular activities.
- ✚ We support learners from disadvantaged backgrounds to ensure full participation in all school activities including trips and residentials
- ✚ We make adjustments, where necessary, to support learners from different faiths to access all areas of their educational provision

c) Fostering good relations

- Our curriculum offer highlights a curriculum that promotes tolerance or understanding of others (e.g. religion, culture, race, etc.)
- We have a robust anti-bullying policy
- We use assemblies to focus on equality issues
- All Our provisions work with the local community and/or other providers to encourage appreciation of diversity
- We engaged with outside speakers to raise awareness of issues relating to discrimination
- Specific days are used in Our provisions to find out about the protected characteristics