



## **Education – My Life Matters (CIC) Independent School & Alternative Provision**

### **Single Equalities Policies**

#### **Our aims and ethos**

At Education-My Life Matters CIC Independent School and Alternative Provision (EMLM), we believe that diversity is strength. Every member of our Independent Alternative Provision should feel safe, secure, valued and of equal worth.

#### **Equality statement**

***We are committed to ensuring equality of education and opportunity for all learners, staff, parents and carers receiving services from EMLM, irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background.***

We aim to develop a culture of inclusion and diversity in which all those connected to the Education-My Life Matters (CIC) Independent School and Alternative Provision feel proud of their identity and able to participate fully in school life.

We want our learners to develop qualities of being happy, confident and self-assured young people with strong values and principles with the skills to live happy productive lives

This policy outlines the commitment of staff and members of the IEB to promote equality.

#### **Legal Duties of the Equalities Act 2010**

At EMLM, we welcome our duties under this Act to:

- eliminate unlawful discrimination for pupils; staff and other members of the school's communities;
- actively advance equality of opportunity for the school community;
- foster positive relationships between those who share protected characteristics and those who do not.

### **Protected characteristics under the Act:**

- Age
- Disability
- Race/ethnicity
- Sex/gender
- Gender re-assignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage & civil partnerships

### **In fulfilling our legal obligations, we will:**

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- observe good equalities practice, including staff recruitment, retention and development
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that society will benefit

### **Addressing Prejudice Related Incidents:**

EMLM Independent Alternative Provision is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our learners and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately using EMLM guidance material.

### **Monitoring and review:**

The staff members responsible for co-ordinating the monitoring and evaluation of the Single Equalities Policy is the Education Strategic Lead. The Education Strategic Lead is responsible for;

- providing updates on equalities legislation and the provision's responsibilities in this regard;
- supporting positively the evaluation activities that monitor the impact and success of the policy for different groups, e.g. Special Educational Needs, Looked After Children, Minority Ethnic including Traveller and English as Additional Language pupils and Free School meals learners in the following recommended areas;
  - learner progress and attainment
  - learning and teaching
  - behaviour and discipline
  - attendance

- incidents of prejudice related bullying and all forms of bullying
- parental involvement
- staff recruitment and retention
- visit and visitors

It is the responsibility of the Directors to monitor the effectiveness of this policy. Directors have delegated this responsibility to the Senior Leadership Team.

Members of the Senior Leadership Team will:

- ensure that there are systems in place which enable all learners to have equal access to the curriculum and the opportunity for learners to make progress, and that the Independent Executive body does not discriminate unlawfully against learners on the grounds of sex, race or disability;
- monitor the achievement and attainment of all individuals and groups;
- monitor the progress and attainment made by individuals and groups against national expectations;
- monitor the implementation and impact of the Provision's Curriculum Policy, long and short-term Learning and Teaching Plans;

**Directors will:**

- ensure that the provision does not discriminate unlawfully against staff or job applicants on grounds of race, sex, disability and marital status in all areas of employment, e.g. recruitment and selection, conditions of employment, benefits (including promotion and training), discipline, grievances and capability and dismissal procedures; that due diligence is made to following employment law and that the provision acts within the provision's policy of equal opportunities;
- ensure that the provision's policies and practices contribute to support staff welfare, health and safety;
- keep under review the profile of the workforce, ensuring that statistical data is available on race, gender, disability, age and other factors such as absence rates;
- decide any changes needed to the management structure – which posts should be part of the leadership group – who should fill any new posts and whether posts should be advertised.

Directors will report termly to the Independent Executive body.

**POLICY COMMITMENTS:**

**Promoting Equality: Curriculum**

EMLM Independent Alternative Provision aims to provide opportunities for all our learner to achieve destination goals. To achieve this, we will ensure:

- curriculum planning reflects a commitment to equality of opportunities for all;
- the curriculum prepares learners for life in a diverse society and serves to reflect the backgrounds and experiences of learners and families.
- the curriculum provides opportunities for learners to explore concepts and issues on identity and equality;

- the promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- images and materials used positively reflects a range of cultures, identities and lifestyles.

### **Promoting Equality: Achievement:**

There is consistently high expectation of all learners regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcome for learners we recognise that;

- adults in the provision must provide good models to support their learning, including positive role models in their approach to all issues relating to equality of opportunity;
- it is essential to identify the barriers to good progress for particular individuals and groups and to use targeted interventions in order to close gaps in achievement and support transition back into mainstream;
- a range of learning and teaching methods is used in the provision so as to ensure effective learning at all stages for all learners;
- All learners are actively encouraged to take charge of their own learning and apply themselves independently and collaboratively.

### **Promoting Equality: The ethos and culture of the provision:**

At EMLM we have an ambitious vision for the provision and set clear expectations and goals for each learner. We seek to achieve these by fostering a climate of mutual respect between all members of the provision's community and ensuring that:

- a culture of openness and tolerance, friendliness and respect will welcome all to the provision;
- reasonable adjustments, where possible, is made to ensure access for learners, staff and visitors (including parents) with disabilities.
- staff have high expectations of what learners can do and achieve and the provision will be made to cater for the cultural, moral and spiritual needs of all learners through planning of assemblies, classroom based and off-site activities;
- learners will be encouraged to participate fully in all that the provision offers; learner views are actively encouraged and respected. Learner are given a voice, for example, learner surveys, one-to-one consultations, and the regular opportunities to engage with learners about their learning.
- every learner will have access to a well-balanced and broad curriculum which supports diversity;
- rigorous assessment methods will ensure learners remain on track to meet and/or exceed age related expectations;
- parents and staff will work together for the benefit of the learner.

### **Promoting Equality: Staff Recruitment and Professional Development:**

- all posts are advertised;
- posts are advertised to reach the widest pool of applicants possible; people from under-represented groups are encouraged to apply for positions at all levels;
- all those involved in recruitment and selection are aware of what they should do to avoid discrimination to ensure equality of opportunity;
- equalities policy and practice is covered in all staff inductions;
- employment policy and procedures are reviewed regularly to check conformity with legislations and the impact of policies are kept under annual review (EIB meetings).

### **Promoting Equality: Countering and Challenging Harassment and Bullying:**

- the provision has clear, agreed procedures for dealing with prejudice related bullying incidents.
- all staff have responsibility for recording any such incidents. The Senior Mentor is the nominated member of staff responsible for monitoring and the reporting incidents;
- the provision takes seriously and challenges all types of discriminatory behaviour and this is made clear to staff, learners, parents and carers;
- the provision reports to IEB on a termly basis the number of prejudice related incidents recorded in the provision.

### **Promoting Equality: Partnership with Parents/Carers and the Wider Community:**

At EMLM we aim to work in partnership with referring schools, parents/carers and members of the wider community. We:

- take action to update referring schools and parents/carers of the progress of their child;
- maintain good channels of communication, e.g. newsletters, bi-annual survey to capture the views of parents;
- implement planned induction to the provision for all new entrants to ensure newly arrived learners and staff are made to feel welcome.

### **Responsibility for the Policy:**

At EMLM, all members of the provision's community have responsibility for promoting equalities.

### **The Senior Leadership Team has responsibility for:**

- involving and engaging the provision's community in identifying and understanding equality barriers and in the setting of objectives to address these;
- ensuring that actions, procedures and strategies related to the policy and plans are implemented;
- ensuring the provision's equalities policy is maintained and updated regularly; that those policies within which equalities should be addressed must be clearly identifiable i.e. The Provision's Strategic and development Plan.

- ensuring that the IEB has an overview on all incidents which are in breach of the policy and ensures that appropriate action is taken to these incidents.

### **The Education Strategic Lead, Leadership Team:**

The Education Strategic Lead and the Leadership team have responsibility for:

- working in partnership with the Senior Leadership Team, providing leadership and vision in respect of equality throughout the provision;
- promoting key messages to staff, parents and learners about equality and what is expected of them and can be expected from the provision in carrying out its day to day duties;
- overseeing the implementation of the equality policy and schemes;
- co-ordinating the activities related to the equality policy and evaluating impact
- ensuring that all staff are aware of their responsibilities and receive appropriate training and support to meet the need of delivering equality, including learner awareness;
- ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

### **Leadership Team**

- ensure fair treatment and access to services and opportunities;
- ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

### **Teaching Staff**

- strive to deliver the right outcomes for pupils;
- uphold the commitment made to learners and parents/carers on how they can be expected to be treated;
- design and deliver an inclusive curriculum;
- ensure that they are aware of their responsibility to record and report prejudice related incidents.

### **Non-Teaching Staff**

- support the provision and Directors in delivering a fair and equitable service to all stakeholders;
- uphold the commitment made by the provision and schools on how learners and parents/carers can be expected to be treated;
- support colleagues within the provision's community;
- ensure that they are aware of their responsibility to record and report prejudice related incidents.

### **Parents**

- take an active part in identifying barriers in our learning community and in informing the Directors of actions that can be taken to eradicate these;

- take an active role in supporting and challenging the provision to achieve the commitment given to the community in tackling inequality and achieving equality of opportunity for all.

#### **Learners:**

- supporting the provision to achieve the commitment made to tackling inequality;
- uphold the commitment made by the provision on how learners and parents/carers and staff can be expected to be treated.

#### **All EMLM staff:**

All Education-My Life Matters staff have responsibility for:

- the implementation of the provision's equalities policy;
- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination;
- keeping up to date with equalities legislation.

#### **Religious Observance**

The provision respects the religious beliefs and practice of all staff, learners and parents, and comply with reasonable requests relating to religious observance and practice.

#### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other provision's policies are dealt with, as determined by Directors.

#### **Monitoring and evaluation**

The provision will collect, analyse and use data in relation to tracking achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, LAC and gender.

#### **Commitment to review**

EMLM equality scheme will be aligned with the Provision's Strategic and Development Plans. Its implementation will be monitored within its self-evaluation procedures and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

#### **Commitment to publish**

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary annual document consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

