



## Equality and Inclusion Policy

### Policy for Alternative Provision Providers used by County Durham Schools

Reviewed:	Reviewed By:	
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# Education Plus Equality Policy Statement

## Introductory notes

Education Plus is committed to equality and is an inclusive setting. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

This policy describes how the setting is meeting statutory duties and is in line with national guidance. It includes information about how the setting will comply with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

This policy applies to all pupils, staff, parents/carers and others associated with the setting. It should be read in conjunction with the setting's **Equalities Information and Objectives** document which can be found in our policies section on the website.

## Legal framework

We welcome our duties under the Equality Act 2010 and recognise these duties are essential to reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998 and the Public Sector Equality Duties 2010.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The protected characteristics for the provisions are:

- Disability
- Gender Reassignment (Gender Identity)
- Pregnancy and Maternity
- Race (Ethnicity)
- Religion or Belief
- Sex (Gender)
- Sexual Orientation

- Age
- Marriage and Civil Partnerships

Age and Marriage & Civil Partnership are NOT protected characteristics for the provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to fulfil the specific duties of the Act by:

- ✓ formulating and sensitively making available our equality information to the local authority and schools (considerate of GDPR)
- ✓ formulating and publishing our equality objectives

### **Guiding principles**

In fulfilling the legal obligations cited above, we are guided by nine principles:

<p><b>Principle 1: All learners are of equal value.</b></p> <p>We see all learners and potential learners, and their parents and carers, as of equal value.</p>
<p><b>Principle 2: We recognise and respect difference.</b></p> <p>Treating people equally (Principle 1 above) does not necessarily involve treating everyone the same. Our policies, procedures and activities must not discriminate</p>

but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards people with disabilities, good relations between those with disabilities and those without, and an absence of harassment towards people with disabilities
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect between genders, and an absence of sexual, homophobic and transphobic harassment
- positive attitudes and understanding of those who are pregnant or during maternity.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

**Principle 6: We consult and involve 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. We consult and involve all parties.

**Principle 7: Society as a whole 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.

**Principle 8: Objectives**

Every four years we formulate and publish specific and measurable objectives, based on the information we have collected. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our

equality objectives under review and report annually on progress towards achieving them.
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### **The curriculum**

The contents of the curriculum are exempt under the Equality Act 2010 to allow schools to explore a full range of issues, ideas and materials. However, the way in which we deliver the curriculum to our pupils remains subject to the Equality Act 2010.

We keep each curriculum area under review in order to ensure that teaching and learning reflect the guiding principles.

We aim to promote equality and provide opportunities to learn about equality issues across the curriculum and all age groups. We will ensure all pupils develop an understanding of each of the protected characteristics at an age-appropriate level.

### **Ethos and organisation**

We ensure the guiding principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff 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.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and aim to comply with reasonable requests relating to religious observance and practice.

### **Addressing alleged prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice. There is guidance in the staff handbook and behaviour policy on how alleged prejudice-related incidents should be identified, assessed, recorded and dealt with. Staff will receive training on how procedures should be implemented.

We take seriously the importance of recording the numbers, types and seriousness of alleged prejudice-related incidents at our setting and how they are dealt with. We also investigate potential patterns and trends of incidents.

### **Roles and responsibilities**

The Director of Education Standards is responsible for ensuring that the setting complies with legislation, and that this policy and its related procedures and action plans are implemented. They are also responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action.

All staff are expected to:

- promote an inclusive and collaborative ethos in their learning environment
- respond to alleged prejudice-related incidents that may occur
- incorporate the principles of this policy into the curriculum
- keep up-to-date with equalities legislation relevant to their work.

All pupils are expected to:

- respect others in both their language and actions
- report alleged incidents of prejudice, harassment or discrimination
- follow all relevant policies and codes of conduct in line with the principles of equality and inclusion.

### **Communication**

We ensure that the content of this policy is known to all staff and, as appropriate, to all pupils and their parents and carers. Any new staff are made familiar with the policy and Equality Objectives for the setting.

### **Staff development and training**

We ensure that all staff receive appropriate training and opportunities for professional development around equalities and also dealing with alleged prejudice-related incidents.

### **Breaches of the policy**

Breaches of this policy will be dealt with in line with the setting's disciplinary policy.

### **Monitoring and evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. We collect,

analyse and use data in relation to equality relevant and appropriate to the profile of the setting.