Equality and Diversity Policy

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1. Policy Statement and Objectives

This policy sets out the commitment of Compass Learning & Education to promoting equality and diversity within a setting that supports learners who may previously have experienced disaffection, exclusion or marginalisation in education. We recognise that many of our learners arrive having felt unheard, misunderstood or unfairly treated. As such, we are intentional in creating an environment where every individual is respected, valued and given a genuine opportunity to succeed.

Our approach ensures that all learners and staff are safe, supported and able to thrive within a positive, inclusive and relational learning environment. Equality is not viewed as a compliance exercise, but as a fundamental part of rebuilding confidence, fostering belonging and restoring trust in education. This commitment reflects our core values and underpins all aspects of provision, practice and leadership.

Tolerance, mutual respect, honesty and cooperation are actively promoted throughout the provision. We are committed to developing the whole person, both learners and staff, and we firmly oppose any form of discrimination.

We seek to maximise the potential of every member of our community regardless of Age (staff only), Disability, Gender reassignment, Pregnancy and maternity, Race, Religion or belief, Sex, Marital status or Sexual orientation. In accordance with the Equality Act 2010, we recognise and embrace our duty to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations between individuals and groups.

This policy has been developed with full consideration of all protected characteristics defined within the Equality Act 2010, as well as any additional factors that may lead to discrimination or disadvantage within our community. These characteristics include:

- Age (staff only)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Marital status
- Sexual orientation

The Equality Act 2010 consolidates and builds upon previous legislation, including:

- Sex Discrimination Act 1986
- Race Relations Act 1976 (amended 2000)
- Disability Discrimination Act 1995 and Disability Equality Duty 2005
- Sex Discrimination Regulations 2008
- Special Educational Needs and Disability Act 2001
- Children Act 2004
- Education and Inspections Act 2006 (including the duty to promote community cohesion)
- Employment Equality Act 2010
- Equality Act 2010
- Ofsted equality objectives 2016

2. Aims

We aim to:

- Provide a safe, secure and inclusive environment in which all members of the community can flourish, feel valued and experience a genuine sense of belonging, consistent with our organisational values.
- Prepare learners for life beyond the provision as active participants in a diverse and cohesive society at local, regional, national and international levels.
- Ensure that all members of the community recognise and respect the individuality and inherent worth of others, regardless of gender, religion, sexuality, disability, age, race or ethnicity.
- Remain responsive to new and emerging legislation and guidance relating to equality and diversity.
- Embed inclusion as a core principle across all activities, departments and functions of the provision, ensuring that staff and learners understand and uphold this philosophy.
- Monitor and provide non-discriminatory information relating to different groups or micro-populations within the community.
- Use data effectively to inform policy, intervention and decision-making, ensuring that all individuals are treated and supported fairly and equitably.
- Record, monitor, challenge and address any incidents of discrimination in a timely and appropriate manner.

3. Implementation

To achieve these aims, we will:

- Consult stakeholders and members of the community during the development, review and evaluation of improvement plans, procedures and policies.
- Collect and analyse available data without discrimination in relation to different groups and micro-populations.
- Analyse performance data to ensure that learners make at least expected progress against appropriate learning targets.
- Implement targeted interventions where necessary to address barriers to learning.
- Establish clear mechanisms to evaluate the effectiveness of interventions and support provided.
- Actively work to remove barriers experienced by individuals due to protected characteristics and collaborate with external stakeholders and agencies where appropriate.
- Ensure that the curriculum explicitly and implicitly promotes diversity and community cohesion.
- Provide opportunities for learners and staff to engage with the wider community and develop understanding of different cultures, faiths and lifestyles through SMSC provision embedded across the curriculum.
- Promote and uphold British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance.
- Support national events and themed initiatives that promote equality and diversity, including Anti-Bullying Week and Anti-Homophobia Week.
- Highlight positive role models across the curriculum representing diverse genders, sexualities, abilities, ethnicities and religions.
- Maintain high standards of behaviour and respect across the provision.
- Record, monitor and address discriminatory incidents appropriately, reporting to relevant stakeholders as required.
- Provide support to both victims and perpetrators of discriminatory behaviour, evaluating the effectiveness of interventions implemented.
- Actively challenge incidents of hatred, discrimination or behaviour linked to extremism or radicalisation and liaise with police or Prevent authorities where necessary.
- Follow published admissions criteria, taking into account SEN status and Looked After Children where relevant.
- Gather relevant information at transition or entry to support monitoring and promotion of equality and diversity.

4. Equal Opportunities in Employment

Vacancies will be advertised internally or externally as appropriate to ensure equal access for applicants with relevant qualifications or experience.

No applicant or employee will receive less favourable treatment on the grounds of Age, Disability, Gender reassignment, Pregnancy and maternity, Race, Religion or belief, Sex, Marital status or Sexual

orientation. No individual will be disadvantaged by conditions or requirements that cannot be objectively justified.

All individuals involved in recruitment will be made aware of this policy and may receive appropriate training to ensure fair and consistent implementation.

For the purpose of this policy, "staff" includes any individual employed on a full-time, part-time, temporary or permanent basis who acts on behalf of the provision.

5. Responsibilities

The Head of Provision will:

- Implement this policy and ensure all stakeholders are aware of and have access to it.
- Ensure staff receive ongoing professional development relating to equality and diversity.
- Challenge and address discriminatory practice.
- Ensure incidents of harassment or bullying are dealt with and recorded appropriately.
- Ensure staff understand that prejudice-related incidents may indicate risk of extremism or radicalisation and know how to respond appropriately.
- Report annually to the Governing Body on equality and diversity matters.

All staff will:

- Remain vigilant to harassment or bullying and respond fairly and appropriately.
- Record incidents accurately in accordance with established systems.
- Challenge bias and stereotyping within curriculum delivery.
- Ensure equitable access to support and opportunities.
- Deliver an inclusive curriculum embedding SMSC and British Values.
- Promote the best possible outcomes for all learners.
- Act as positive role models and treat others with respect.

Breaches of this policy will be addressed through appropriate procedures and reported to governance as necessary.

6. Responsibilities of Parents and Learners

Parents are expected to support the provision's inclusive ethos and any initiatives promoting British Values and respect for protected characteristics. They are also expected to support disciplinary actions or follow-up interventions arising from discriminatory incidents.

Learners are expected to uphold the provision's commitment to inclusivity and actively engage in opportunities to broaden understanding of diverse cultures and communities.

Parents and learners are encouraged to report any concerns or incidents relevant to this policy.

7. Policy Planning, Monitoring and Quality Assurance

Stakeholder views will inform ongoing implementation and review of this policy. A systematic evaluation of impact will be conducted within agreed timescales.

Data relating to achievement, attainment, behaviour, attendance, exclusions and other relevant indicators will be analysed to ensure all learners , including vulnerable or disadvantaged groups, are supported to fulfil their potential.

Management information systems and data analysis procedures will continue to develop, ensuring consideration of protected characteristics including Age (staff only), Disability, Gender reassignment, Pregnancy and maternity, Race, Religion or belief, Sex, Marital status and Sexual orientation.

The effectiveness of SMSC provision in promoting equality and diversity will be evaluated regularly. Evidence of implementation will be reflected in improvement plans, schemes of work, lesson plans, behaviour records and data systems.

Data will inform future planning, target setting and decision-making. This process will be continuously monitored and developed by the leadership team.