



Equality and Diversity Policy

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Approval Period: Annually*

* Unless there are changes in the law or circumstances in which case the policy and/or documents shall be revised accordingly

Approval Level Required: Governing Body or individual Governor

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Linked Policies:

- Equalities Act 2010 and
- Public Sector Equalities Duty 2011

Equality and Diversity Policy

Equality and Diversity Scheme

Incorporating all of the protected Characteristics as outlined in the Equalities Act 2010 and Public Sector Equalities Duty 2011

Centre's Aims and Values

This Policy sets out our commitment to promoting equality and community cohesion and eliminating discrimination and harassment.

At Supreme Education, we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our centre will have a fair and equal opportunity to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability, other characteristics, needs and ability.

The centre works actively to promote equality and foster positive attitudes and commitment to education for equality. We will do this by:

- They treat all those within the centre community (e.g. children/young peoples, staff, parents and the community) as individuals with their particular abilities, beliefs, challenges, attitudes, backgrounds and experiences.
- Creating and maintaining a centre ethos that promotes equality develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- We are encouraging everyone in our centre community to gain a positive self-image and high self-esteem.
- Ensure everyone has high expectations of everyone involved with the whole centre community.
- Promoting mutual respect, valuing each other's similarities and differences, and facing equality issues openly and honestly.
- It identifies, challenges, and removes all practices, procedures, and customs that are discriminatory and replacing them with fair practices.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

Equality Legislation

This equality and diversity Policy enables Supreme Education to meet our statutory obligations set out under The Equality Act 2010 and Public Sector Equalities Duty 2011. This Legislation brings together all previous anti-discrimination legislation to make it more straightforward possible to comply with.

The Legislation places a statutory duty on us when carrying out our functions, to have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between those who share a protected characteristic and those who do not.

Protected characteristics in the Act are age, disability, ethnicity and race, gender, gender identity, sexual identity and orientation, marriage and civil partnership, pregnancy and maternity, religion and belief.

The Equality Objectives

The Act also requires that Supreme Education have an Equality Objective. Our current Equality Objective is:

1. That barriers of disadvantage for children/young peoples from all groups make good progress, and that those of average or above-average ability make at least three months progress per term.
2. The staff and children/young peoples develop understanding and tolerance towards all members of the LGBTQ+ community are be ready to accept children/young peoples with a broader range of needs.

This objective reflects guidance given in the most recent Ofsted report and is a significant part of the centre Improvement Plan.

Roles and Responsibilities

This Equality and Diversity Policy links to other specific policies and action plans that the centre produces, including the centre Improvement Plan.

Promoting equality and raising the achievement of all children/young peoples is the responsibility of the whole PRU staff.

Staff Induction will include the equality and diversity policy in induction arrangements for all staff new to the centre. centre induction procedures will highlight duties implied by this Policy in the same way as child protection, health and safety, and behaviour policies form part of the induction process.

- **Heads and Leadership Team**
Will demonstrate through their high leadership the importance of the policy. They will ensure that all staff are aware of the procedure and understand their role and responsibilities. Where additional funding is available for raising the achievement of specific groups of children/young peoples, the Head Teacher will ensure that the other resources are used appropriately. They will be targeted based on identified needs, and outcomes are monitored.
- **All Staff** -All staff – will familiarise themselves with this policy and know their responsibilities in ensuring that it is implemented. Teachers will understand the implications of the Policy for their planning, teaching and learning strategies behavioural issues.
- **children/young peoples** - children/young peoples will be made aware of how the equality and diversity policy applies to them. They will learn to treat each other with respect and have the confidence to report incidents to adults.
- **Parents/Carers** - Parents and Carers will be encouraged to fully implement the equality and diversity policy within the centre – particularly by reinforcing its ethos at home. Parents/Carers will be invited to comment on the Policy and will be regularly updated on progress.

Breach of the Policy

We will ensure that all members of the SLT, staff, children/young peoples and parents are fully aware of the content of the policy and their responsibilities under it. All Management Board, staff, children/young peoples and parents will be expected to abide by the policy. All persons covered will be aware of their responsibility to report any activity that constitutes, or could be deemed to constitute, a breach of the policy – in the first instance to the Head Teacher and member of the senior leadership team. In consultation with other relevant staff, it will be for the Head Teacher to decide on the appropriate response to any breach of the

policy, depending on circumstances and seriousness. This may include, amongst other actions:

- Formal or informal warnings (under the centre's Behaviour policy)
- Involvement of Management Board
- Fixed-term or permanent exclusion

Monitoring, Assessing and Reviewing the Policy

We will monitor the impact of this policy on children/young peoples, parents and staff. In particular, we will monitor the result of our policies on the attainment levels of our children/young peoples.

To monitor our children/young peoples' attainment, we will collect information about children/young peoples' performance and progress, analyse it, and examine trends. To help interpret this information, we will monitor other areas that could harm children/young people's attainment, such as:

- Exclusion
- harassment and bullying
- Curriculum teaching and learning (including language and cultural needs) and provision for children/young peoples with special educational needs and gifted children/young peoples.
- Punishment and reward
- Parental involvement
- Working with the community
- Support advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our targets and aims. In particular, it will help us to:

- Highlight any difference between children/young peoples
- Ask why these differences exist and test explanations given
- Review the effectiveness of current targets and objectives
- Decide what further action will be necessary to meet particular needs and to improve the performance of children/young peoples (which might include positive action)
- Rethink and set targets in relevant strategic plans
- Links will be made with Performance Management objectives which will consist of qualitative information as well as quantitative data
- Take action to make improvements

Harassment Policy.

Sexual, racial or disability harassment is unlawful discrimination and improper and inappropriate behaviour. Supreme Education AP's policy is to provide an environment free from sexual, racial, homophobic or disability harassment and intimidation.

Harassment means unwanted conduct of a sexual or racial nature or conduct based on gender, sexual orientation, race or disability, which is offensive to the recipient. It refers to unsolicited behaviour, which is personally abusive, and that fails to respect the rights of others.

Harassment is a form of bullying. Supreme Education AP has a comprehensive Behaviour Policy that includes avoiding and dealing with any incidents.

Community Cohesion

We work together with our local community to build community cohesion by promoting equality of opportunity and inclusion for different children/young peoples within our centre and encouraging them to actively engage with others to understand what they all hold in common.

Our activity to promote community cohesion can be grouped under the following areas:

- Teaching, learning and curriculum
- Equity and excellence
- Engagement and extended services.

Specific examples of the activity we implement to promote community cohesion include:

Teaching and curriculum provision that supports high standards of attainment promotes common values and builds children/young peoples' understanding of the diversity that surrounds them

- lessons across the curriculum in both critical working and PSHE that promote shared values and help children/young peoples to value differences, and challenge prejudice and stereotype
- a programme of curriculum-based activities whereby children/young peoples understand community and diversity is enriched through fieldwork, visits and meetings with different communities. This will include Outdoor Education Activities in a variety of venues, Theatre visits, Museum and gallery visits, working with the Youth Service and an extensive programme of visits, mentoring from Future Skills
- support is available for children/young peoples for whom English is an additional language to achieve at the highest possible level in English.

Equity and excellence

- a focus on securing high standards of attainment for all children/young peoples from all ethnic backgrounds and of different socio-economic status
- practical approaches in place to deal with incidents of prejudice, bullying and harassment

Engagement and extended services

centre to centre:

Arrangements for Dual Registration to offer children/young peoples the opportunity to reintegrate into the whole range of Croydon centres.

Links with specialist services at other centres, e.g. Speech and Language provision at Garratt Park centre: relations with autistic units

Shared use of facilities to provide a means for children/young peoples to interact, e.g. R2S and a variety of Youth Clubs

centre to parents and the community:

- working with community representatives, for example, by bringing community representatives into centre to work with children/young peoples
- strong links and multi-agency working between the centre and other local agencies, such as the youth support service, the police and social care and health professional

Assessing the impact of policies

We will continue to assess the effectiveness of our policies through existing arrangements for developing and reviewing other centre policies.

To promote the impact of **all** our centre's policies -giving special attention to children/young peoples' attainment levels-will include the following:

- Do we help all our children/young people to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- Which groups of children/young people are not achieving as much as they can? Why not?
- How do we explain any differences? Are the explanations justified?
- Does each relevant policy include aims to deal with children/young people attainment differences between children/young peoples? Do our policy aims lead to

action to deal with differences that have been identified (for example, extra coaching for children/young peoples or steps to prevent bullying)?

- What are we doing to raise standards and promote equality of opportunity for children/young peoples who seem to be underachieving and who may need extra support?
- Is the action taken appropriate and adequate? Are there any unexpected results? If so, how are they being handled?
- Does each relevant policy include aims to promote equality and harmony, prevent or challenge discrimination?
- Do each relevant policy's aims lead to effective action?
- What changes does the centre need to make to relevant policies, aims, and related targets and strategies?

To answer these questions, we will consider the following:

- Collecting and analysing relevant monitoring and other data
- Talking to parents, children/young peoples and staff to find out their needs and opinions
- Carrying out surveys or particular research

We will use the results of these assessments to:

- Rethink our equality aims, targets and strategies
- Influence and guide their planning and decision making

Involvement in the development of the Equality and Diversity Scheme

Making the Scheme Available

The Scheme is widely available both within the centre community and in the broader community. All the Governors, staff, children/young peoples and parents/carers are aware of it and its contents.

- The Scheme was formally approved at a Management Committee meeting
- Equality and diversity are regularly discussed with children/young peoples, and the Scheme principles are embodied in the curriculum.
- The Scheme is available in alternative formats on request.