



## Equality, Diversity and Inclusion Policy

### Introduction

1.1 SV Mentoring is committed to being inclusive as we see diverse population of both pupils and staff as one of the organisations greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all activities.

1.2 This policy applies equally to current and prospective members of the organisation community, including, parents. Staff should refer to the Equal Opportunities Policy.

1.3 This policy is made available to all staff and can be made available on request. All policies can be made available in large print or other accessible format if required.

1.4 The organisation is committed to a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under the protected characteristics - Equality Act 2010

([www.legislation.gov.uk/ukpga/2010/15/section/4](http://www.legislation.gov.uk/ukpga/2010/15/section/4)). The protected characteristic are defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex and sexual orientation.

1.5 The organisation is committed to promoting and developing inclusion & equality of opportunity in all its functions and will seek to do this by:

(a) Communicating its commitment to equality and diversity to all members of its community

(b) Ensuring all staff and pupils are aware of the aims of this policy

(c) Briefing for staff and pupils on the Equal Opportunities Policy

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(d) Developing monitoring, evaluation and review mechanisms of policies and procedures and decision-making

(e) Demonstrating our zero tolerance attitude towards discrimination by taking all allegations seriously 2

#### Responsibility

2.1 The Leadership Team have responsibility for ensuring that the organisation operates within the legal framework for equality and for implementing the policy throughout the organisation.

2.2 Each member of the team is responsible for being alert to and challenging discrimination; embracing diversity; respecting different faiths and beliefs; and upholding equality of opportunity for all.

### 3 The Legal Framework

3.1 Discrimination can take the following forms. including:

(a) Direct Discrimination - This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.

(b) Indirect Discrimination - This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate means of achieving a legitimate aim.

(c) Victimisation - This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.

(d) Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.

(e) Disability Discrimination - This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

### 4 Aims and Values

4.1 The aims of this policy and the organisations ethos as a whole are to:

- (a) Eliminate unlawful discrimination on the grounds of any of the protected characteristics
- (b) Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language
- (c) Promote equality of opportunity for all members of the community
- (d) Comply with the equality obligations contained in the Equality Act 2010
- (e) Provide a secure environment in which all children can thrive and achieve all of the outcomes of Every Child Matters and Keeping children safe in education
- (f) Provide a learning environment where all individuals through the Equal Opportunities Policy and other policies such as PSHE, feel valued and feel they have a sense of belonging 2/6
- (g) Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community
- (h) Include and value the contribution of all families to our understanding of equality and diversity
- (i) Provide and promote positive information about the diversity of UK society
- (j) Actively challenge discrimination and ensure that all members of the community learn from these experiences
- (k) Embed inclusion through all our activities

#### 4.2 To achieve these aims we will:

- (a) Involve, where reasonably practicable, all members of the organisations community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- (b) Publish and share policies to the whole community that we work with
- (c) Collect and analyse data (such as admissions data and examination results) to monitor any potential disadvantage amongst the pupil body
- (d) Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any learning support needs and/or disabilities a pupil may have (e) Ensure the wider curriculum promotes and celebrates equality and diversity
- (f) Operate a clear zero tolerance policy towards abusive or discriminatory behaviour
- (g) Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination

4.3 One of our ethos states that: All staff welcome every young person where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils, irrespective of difference, to maximise their potential and thrive.

4.4 At SV Mentoring we aim to promote inclusion and tackle any form of discrimination and actively promote harmonious relations in all areas of school life and with our key partners such as parents and other schools. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

## 5 Educational Services

5.1 Working with Schools it affords all pupils access to educational provision including all benefits, services and facilities irrespective of any protected characteristic subject to the School's obligations under the Equality Act 2010 and considerations of safety and welfare.

5.2 The Schools will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

5.3 The Schools will seek to educate pupils in a multicultural, anti-racist environment using the curriculum, assemblies, PSHE programme and external speakers to promote understanding and appreciation of other faiths, races and cultures.

5.4 Schools recognises that discrimination may be, for example, direct, indirect or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Preventing and Tackling Bullying and Promoting Good Behaviour Policies.

## 6.5 The Schools will:

- (a) Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- (b) Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any of the protected characteristics listed above
- (c) Ensure those pupils with a statement of special educational needs (or Education Health and Care Plan) receive necessary educational and welfare support
- (d) Ensure that pupils with English as additional language receive additional support, such as extra English tuition, where required
- (e) Monitor the admission and progress of pupils from different backgrounds

- (f) Challenge inappropriate discriminatory behaviour by pupils, staff and parents
- (g) Offer all pupils access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities
- (h) Ensure that all staff are aware of their responsibilities promote equality of opportunity and are given appropriate training and support
- (i) Work with parents and external agencies where appropriate to combat and prevent discrimination in School
- (j) Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices.

## 6 Religious Belief

6.1 Inclusive and welcomes and respects the rights and freedoms of individuals from other any religion and faiths (or no religion or faith).

## 7 Reasonable Adjustments

7.1 There is an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison to non-disabled pupils. The organisation will inform and consult with parents about what reasonable adjustments, if any, a School are able to make for their disabled child. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and, for example, the resources available to the School. Schools have a duty to make reasonable adjustments (case by case considerations) for staff or pupils who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender.

7.2 Schools are not legally required to make alterations to the School's physical environment as part of the reasonable adjustments duty. However, the School monitors and reviews the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled pupils.

## 8 Responsibilities

8.1 The senior leadership team has responsibility to:

- (a) Ensure that staff act as role models of inclusive behaviour and practice
- (b) Ensure that all team members complies with its equality obligations
- (c) Ensure that policies & procedures are monitored in light of this policy and the organisations wider equality obligations
- (d) Be involved, together with the manager, in dealing with serious breaches of this policy.

## The Manager

8.2 It is the Managers responsibility to:

- (a) Ensure effective implementation of this policy and its and procedures
- (b) Ensure that all staff are sufficiently aware and trained within equality & diversity
- (c) Actively challenge and take appropriate action in any cases of discriminatory practice within the organisation, be it by staff, pupils, parents
- (d) Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment
- (e) Ensure that all visitors and contractors are aware of, and comply with this policy.

## All Staff

98.3 It is the responsibility of all staff to:

- (a) Positively role model inclusive behaviour
- (b) Actively challenge any forms of discrimination, victimization, harassment or bullying
- (c) Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in any School's culture
- (d) Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

## 9 Concerns and Complaints

9.1 The organisation will seek to provide a supportive environment for those who make claims of discrimination and/or harassment. Any pupil who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to the headteacher at their School or may use the School's pupil complaints procedure to seek remedy to such matters.

9.2 Any pupil who harasses another pupil on the grounds of any protected characteristic will be subject to the School's disciplinary measures in accordance with the School's Promoting Good Behaviour Policy.

9.3 If parents feel this policy has been breached they should raise their concern or complaint through the School's Complaints Policy

## 10 Monitoring and Review

10.1 This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.

10.2 This policy is usually reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the organisations equality obligations.

## 11 Breaches of the Policy

11.1 All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the LADO

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