



Equality Policy

Updated and Adopted Spring 2024 Policy to be reviewed Spring 2026

Island Learning Centre Equality Policy

The Island Learning Centre is committed to ensuring that all of our students and staff are given every opportunity to achieve the highest of standards, fulfil their potential whatever their background, identity or circumstance, taking into account their varied experiences and needs. A broad and balanced curriculum is offered, with high expectations ensuring that all achievements, attitudes and wellbeing matter. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our provision. We recognise that equality will only be achieved by the whole centre community working together.

We recognise and welcome our duties under the Equality Action 2010 in relation to the centre community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status.

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

This policy also has due regard to relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014 Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including DfE (2014) 'The Equality Act 2010 and schools'

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All students, families and staff are of equal value.

We see all students, potential students, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference.

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or students may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.

- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our students, staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

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 and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff.

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist.

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other. This is aided and informed by the use of equality impact assessments.

6. We consult and involve, ensuring views are heard.

In our development of policies, we engage with groups and individuals, including students who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting students, we will take account of views expressed by students, for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion.

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence.

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010.

9. We set ourselves specific and measurable equality objectives.

We develop and publish specific and measurable objectives at least every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

10. Policy commitments

A Promoting equality: Curriculum

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality.
- The curriculum prepares students for life in a diverse society and uses opportunities to reflect the background and experience of students and families in the centre, including the promotion of British Values – democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality.
- The promotion of attitudes and values that challenge discriminatory behaviour and language.
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

B Promoting equality: Achievement

There is a consistently high expectation of all students.

To secure the best possible outcomes we recognise that:

- Adults in the centre will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- It is important to identify the particular needs of individuals and groups within the centre and to use targeted interventions to narrow gaps in achievement relative to starting points
- A range of teaching methods to be used throughout the centre, on and off site, to ensure that effective learning takes place at all stages for all students and that to promote student engagement, students are encouraged to be actively involved in their own learning.
- Students need to be supported in developing a secure sense of themselves as learners – and also as learners with additional challenges and needs so that they are confident in asking for and accessing additional help and support as well as developing strategies for self-help

C Promoting equality: Ethos and culture

- We are aware that those involved in leadership of the Island Learning Centre community are instrumental in demonstrating mutual respect between all members of the centre community.
- There should be a clear culture of openness and tolerance which welcomes everyone to the centre.
- Students are encouraged to greet visitors to the centre with respect and kindness
- The displays around the centre are of a high quality and reflect diversity across all aspects of equality.
- Reasonable adjustments will be made to ensure access for all students and visitors (including parents) in relation to their disabilities.
- Provision is made to provide for the cultural, social, moral and spiritual needs of all students through the planning of assemblies, classroom based and off site activities.
- Students are given an effective voice, through student discussions which seek their views through detailed individual and small group dialogue.
- Positive role models are used throughout the centre to ensure that different groups of students can see themselves reflected in the centre community.

D Promoting equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, including unconscious bias, and linked to safeguarding practices to ensure good equality practice through the recruitment and selection process.
- Access to opportunities for professional development is monitored on equality grounds.
- All supply staff and contractors are made aware of equalities policy and practice.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

E Promoting equality: Countering and challenging harassment and bullying

- The centre counters and challenges all types of discriminatory behaviour and this is made clear to staff, students, parents and governors.
- The centre has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents.
- The centre reports to Governors and the local authority on an annual basis the number of diversity related incidents recorded in the ILC.

F Promoting equality: Partnerships with parents/carers and the wider community

The Island Learning Centre...

- Takes action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of centre life.
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon.
- Ensure that parents are well informed about our practices, values and aims.
- Encourage members of the local community to join in the centre's activities and celebrations.
- Ensure that parents/carers of newly arrived students are made to feel welcome

- Work with as many external providers as possible to widen mutual understanding

11. Addressing Prejudice Related Incidents

This centre 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 students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

12. Roles & Responsibilities

We believe that promoting Equality is the whole centre's responsibility

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the centre, including to staff, students and parents, and that they are reviewed and updated annually. (*We will not publish any information that can specifically identify any child*)
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Ensure that they are familiar with all relevant legislation
- Attend appropriate equality & diversity training

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Ensure that the whole centre community receives adequate training to meet the need of delivering equality, including student awareness.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
- Monitor success in achieving the objectives and report back to governors

All Staff will:

- Support the headteacher in promoting the equality policy and its objectives.
- Identify any training needs
- Design and deliver an inclusive curriculum to ensure highest possible outcomes for students
- Uphold the commitment made to students and parents/carers on how they can be expected to be treated.
- Record and report prejudice related incidents

Students & Parents will:

- Support the school to achieve the commitment made to tackling inequality.
- Uphold the commitment made by the head teacher on how students and parents/carers, staff and the wider school community can be expected to be treated.

13. Monitor and Review

In line with The Equality Act 2010 (Specific Duties) Regulations 2011, we will review and update the equality information we publish annually, and our objectives will also be part of our overall

development plan. Our objectives will be reviewed at least every 4 years. This document will be reviewed by the governing body every 2 years.

Updated and Adopted Spring 2024 Policy to be reviewed Spring 2026