



ISLAND LEARNING CENTRE

# Single Equality Policy

**Adopted date: September 2022**

**Review date: June 2025**

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1 <b>Rationale and Principles.</b>	

This policy outlines the commitment of the staff at the Island Learning Centre (ILC) and the Management Committee to the Equality Agenda as set out in the Equality Act 2010. The ILC is committed to the aims of the Act. E

This policy brings together the ILC's approach for promoting equality through our policies, procedures and most importantly, in our day-to-day practices and interactions in order to:

- Eliminate discrimination and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics - between people who share a characteristic and people who do not share it.

In addition, we are committed to meeting our Specific Duties. The Specific Duties require us to publish information that shows how we are meeting the aims of the general duty

This involves tackling barriers that could lead to unequal outcomes for identified groups and individuals of students, staff, parents/carers, management committee members and visitors in Centre, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the Centre.

We believe that equality should filter through all aspects of Centre life and that it is the responsibility of every member of the Centre and wider community. **Every member of the Centre community should feel safe, secure, valued and of equal worth. Within our Centre, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and**

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**maternity, race, religion/belief, sex, sexual orientation as recognised protected characteristics under the Equality Act 2010.**

## **1.1 Monitoring and review**

The persons responsible for co-ordinating the monitoring and evaluation is the Headteacher and Assistant Headteacher, who are responsible for:

- Providing updates on equalities legislation and the Centres responsibilities in this regard;
- Working closely with the Chair of the Management Committee
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs and Disability (SEND), Children

in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) children and Free School Meals, in the following recommended areas:

- Students' progress and attainment
- Teaching and learning
- Behaviour discipline and exclusions
- Attendance
- Admissions
- All forms of bullying including incidents of prejudice related bullying
- Parental involvement
- Participation in extra-curricular and extended Centre activities
- Staff recruitment and retention
- Visits and visitors

## **1.2 Equality Act 2010 update:**

**Centre Uniform Policy:** There are recognised benefits in having a uniform as a uniform can:

- instil pride;
- support positive behaviour and discipline;
- contribute towards the ethos of a Centre;
- help to ensure students of all races and backgrounds feel welcome;
- protect children from social pressures to dress in a particular way;
- nurture cohesion and promote good relations between different groups of students.

**The law:** Under the provisions of the Equality Act 2010, schools must not discriminate on grounds of:

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**age, sex, gender reassignment, race, disability, pregnancy and maternity, religion or belief or sexual orientation.**

The leading cases challenging uniform policies have tended to focus on racial or religious matters.

Unlawful discrimination can be direct, where a school treats a student differently from other students on the prohibited grounds, or indirect, where all students are treated equally but the effect of that treatment is different on, for example, different racial or religious groups.

### **What does this mean for the ILC?**

In light of the case law in this area and the obligations under the Equality Act 2010, we should consider the following points:

- whether an exception to the uniform policy applies in specific cases, such as to accommodate a student's disability or injury;
- Uniform policies should take into account specific differences in dress, hairstyle and even the significance of certain items of jewellery for students from different racial backgrounds;
- in some circumstances it may be appropriate to allow an exception to the policy to be made for a particular. If an exception cannot be made, and would put a student at a disadvantage, consider whether the reasons for not making an exception are a proportionate means of achieving a legitimate aim. In other words, what will be the impact on the established aims of the Centre's uniform policy by allowing an exception; and
- are seen to be fair and non-discriminatory as they have been widely consulted on, for example, with staff, students, parents and management committee members.

It remains the case that the ILC is free to adopt a uniform policy and can require their students to adhere to it. However, case law indicates that we must consider making exceptions or changing their uniform policies where appropriate, not only for those of certain religious beliefs, but also for students who contend that a cultural or family practice means that they cannot conform and where other special circumstances apply which could be linked to one of the prohibited grounds.

**Reasonable Adjustment:** As a Centre, we are required to take reasonable steps to provide an auxiliary aid, where a disabled person would, but for the provision of that auxiliary aid be put at a substantial disadvantage compared with a non-disabled person. This is the responsibility of the Centre and the management committee.

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For further information on accessibility, please refer to each Centre Accessibility Plan.

## **Race**

Following government consultation inclusion of caste has now been integrated within the race protected characteristic. Across the ILC we will ensure that we make every effort to ensure that we promote inclusion at all levels of teaching and learning and employment. We will continue to eliminate discrimination, harassment and victimisation, promote equality of opportunity and foster good relations.

## **2 Policy commitments**

### **2.1 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, through the PSHE Policy Statement and Guidance;
- 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 and wider communities; including supporting British Values and celebrating multi-cultural diversity.
- 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 promotion of British Values through RSHE and Lifeskills – democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- The ongoing review of the Safeguarding and Child protection and E-Safety policies and procedures reflect our commitment to equality and diversity;
- The use of non-stereotyped materials that reflect accurately a range of cultures, identities and lifestyles.

### **2.2 Promoting equality: Achievement**

There is a consistently high expectation of all students regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation, ethnicity (protected characteristics as defined by the Equality Act 2010) or social background. To secure the best possible outcomes we recognise that:

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- 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;
  - It is important to place a high priority on the provisions for special educational needs and disability and to ensure that successful implementation of the requirements within the SEND Policy and SEND Offer available to all students in Centre;
  - A range of teaching methods to be used throughout the Centre 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.

### **2.3 Promoting equality: Ethos and culture**

- We are aware that those involved in leadership of the Centre are instrumental in demonstrating mutual respect between all members of the respective Centre communities;
- There should be a feeling of openness and tolerance which welcomes everyone to Centre;
- Students are encouraged to greet visitors to the Centre with respect;
- The displays around the Centre will aim to reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for students and visitors (including parents) with disabilities.
- Provision is made to provide for the spiritual, cultural, moral and spiritual needs of all students through the planning of assemblies, classroom based and off site activities;
- Students are given an effective voice, for example through discussion and student perception surveys which regularly seek their views;
- Positive role models are used throughout the Centre to ensure that different groups of students can see themselves reflected in the Centre community.

### **2.4 Promoting equality: Staff recruitment and professional development**

- All posts are advertised formally and open to the widest pool of applicants;

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- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination 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.

## **2.5 Promoting equality: Countering and challenging harassment and bullying**

- The Centre counter and challenge all types of discriminatory behaviour and this is made clear to staff, students, parents and the management committee;
- The Centre has a clear, agreed procedure for dealing with prejudice related bullying incidents and have nominated members of staff responsible for recording, reporting and monitoring incidents;
- The Centre reports to the Management Committee and the local authority on an annual basis the number of diversity related incidents recorded in the Centre.

## **2.6 Promoting equality: Partnerships with parents/carers and the wider community**

The Centre aims to work in partnership with parents/carers. We:

- Take 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;
- Encourage members of the local community to join in Centre activities and celebrations;
- Ensure that parents/carers of newly arrived students e.g. EAL, traveller or students with disabilities are made to feel welcome.

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### **3 Responsibility for the policy**

In our Centre, all members of the Centre community have a responsibility for the promotion of equalities.

#### **3.1 The Management Committee has a responsibility for ensuring that:**

- The Centre complies with all equalities legislation relevant to their communities;
- The Centre's equality policy is maintained and updated regularly; and that, where appropriate, improvements related to equality are recorded in the Centre's accessibility plan;
- The actions, procedures and strategies related to the policy are implemented;
- The Chair of the Management Committee will have an overview, on behalf of the Management Committee, on any diversity related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

#### **3.2 The Headteacher's and senior leadership team has a responsibility for:**

- In partnership with the Management Committee, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and any supporting action plans and schemes, including the equality objectives;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the Centre are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and receive training and support;
- Taking appropriate action in response to all forms of diversity incidents and discrimination

#### **3.3 All Centre staff have responsibility for:**

- The implementation of the Centre equalities policy and any supporting action plans and schemes;
- Dealing with reported incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion/belief, sex or sexual orientation
- Keeping up to date with equalities legislation by attending training events organised by the Centre, local authority, or recognised training provider.



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### **3.4 Measuring the impact of the policy**

The equalities policy and all other relevant policies listed in 3.1 of this policy will be evaluated and monitored for its equality impact on students, staff, parents and carers from different groups that make up our Centre.

Annually as part of this policy the action plan (see section 4) will be updated as activity is undertaken and data published annually to enable equality analysis (equality impact assessment) to be undertaken by the headteacher and scrutinised by the Management Committee. The main findings from the equality impact assessments will be published for the Centre community and used to make any necessary improvements and or changes to draft policies/procedures/ action plans etc.

#### 4 Equality objectives and action plan 2022 to 2024

Ref	Objective	Success criteria	Activity	Lead	Progress
1	<b>Whole Centre training to include the Management Committee</b>	<p>Highly trained and motivated staff and Management Committee.</p> <p>Staff, Management Committee aware of: Public Sector Equality Duty (PSED) Section 147 - Equality Act 2010</p> <p>PREVENT Duty – Counter-Terrorism and Security Act 2015</p> <p>Monitoring of the number of reported diversity incidents.</p>	<p>CPD</p> <p>Equality and Diversity Refresher training</p> <p>Prevent Training</p> <p>Ongoing – termly report to LA</p>	HT	<i>This column will be updated as appropriate and reported annually to the Management Committee. (MC)</i>
2	<b>Leadership and Management</b>	Successful student progress	Data management across each of the 9 protected characteristics to measure and monitor student progress and reduce achievement gaps	HT/SLT/MC	

3	<b>Teaching and Learning</b>	<p>Equality of opportunity and recognition of diversity are promoted through teaching and learning.</p> <p>Teachers and other staff have a secure understanding of the age group they are working with and their subject knowledge of equality and diversity is detailed and communicated well to students.</p>	<p>Proportion of observations that include the positive promotion of E&amp;D</p> <p>E&amp;D is seen as good or best practice</p> <p>Promotion of British Values within the curriculum and collective worship opportunities</p>	All staff	
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Ref	Objective	Success criteria	Activity	Lead	Progress
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4	<b>Personal Development, Behaviour and Welfare of Students (PDBW)</b>	<p>Good attendance for all students – in line with national figures</p> <p>Improved attendance for low attenders</p> <p>Good student behaviour, including regular review of behaviour policy and procedures</p> <p>Good safeguarding policy and procedures in place.</p> <p>Good E-Safety policy and procedures in place.</p> <p>PREVENT awareness and procedures embedded across the Centre.</p>	<p>Annual review of the following policies and procedures: Behaviour Safeguarding and Child Protection E-Safety PREVENT SelfAssessment</p> <p>Further promote the Centre's response to tackling extremism (the PREVENT agenda) and the positive promotion of British Values (BV), through the teaching and learning process Awareness/training sessions for staff, MC members and students within the current academic year</p> <p>SENCO activity to ensure all student referrals and actions are communicated, actioned, reviewed and follow-up</p> <p>SEND, LAC, students with a disability and/or with medical/mental health needs are met and communicated</p>	All staff /MC	
<b>Ref</b>	<b>Objective</b>	<b>Success criteria</b>	<b>Activity</b>	<b>Lead</b>	<b>Progress</b>

5	<b>Outcomes for students</b>	<p>Student achievement and progress is in line with age expectations.</p> <p>Students are secure in their breadth and depth of knowledge, understanding and skills.</p> <p>Students are able to progress to the next stage of their learning.</p>	<p>Review of curriculum progress throughout the year for disadvantaged students, SEND and those with disabilities matches or is improving towards that of other students with the same starting points</p> <p>Specific monitoring for disadvantaged students, SEND, students with a disability to ensure progress is above average across nearly all subject areas</p>	All staff / MC	
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## **5 Related Documents**

- Guidance on equality, diversity and governance
- Behaviour Policy
- Curriculum Policy and Statement
- Safeguarding and Child Protection Policy
- E-Safety Policy

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## 7. Glossary of Terms

<input type="checkbox"/> <b>Equality Act 2010</b>	40 years of equality and diversity legislation developed and harmonised into a single piece of legislation
<input type="checkbox"/> <b>SEAL</b>	Social and Emotional Aspects of Learning
<input type="checkbox"/> <b>SEN</b>	Special Educational Needs
<input type="checkbox"/> <b>KS</b>	Key Stage
<input type="checkbox"/> <b>SIP</b>	School Improvement Plan
<input type="checkbox"/> <b>SEF</b>	School Evaluation Framework
<input type="checkbox"/> <b>Protected Characteristic</b>	As covered by the equality Act 2010, providing protection on the following:- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation

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