



Determination **R**espect **E**ngagement **A**mbition **M**otivation **S**uccess

Trafford Alternative Education Provision

Equality Inclusion and Diversity Policy

STATUTORY

[2024]



Determination Respect Engagement Ambition Motivation Success

Trafford Alternative Education Provision

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Approvals

Name	Position	Date
Linda Thompson	Executive Head teacher	October 2021

Links to

Policy
<ul style="list-style-type: none"> • Anti-Bullying Policy • Behaviour for Learning Policy • Equal Opportunities Policy • SEND policy • Safeguarding and Child Protection Policy • Supporting Pupils with Medical Conditions Policy

General Data Protection Regulation (GDPR)
This policy document has been reviewed in compliance with GDPR (May 2018)
Linda H Thompson, Executive Head teacher 



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Trafford Alternative Education Provision

Our Mission Statement:

Trafford Alternative Education Provision is committed to providing....

A 21st Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.

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EQUALITY



1. Introduction

- 1.1 Trafford Alternative Education Provision is committed to being inclusive as we see our diverse population of both pupils and staff as one of the school's greatest strengths. To ensure everyone can flourish and meet their full potential, inclusion, and equality of opportunity must be at the core of all TAEP's activities.
- 1.2 This policy applies equally to current and prospective members of the school community, including, parents. Staff should refer to the Equal Opportunities Policy.
- 1.3 This policy is made available on the school website and can be made available on request. All school policies can be made available in large print or other accessible formats if required.
- 1.4 TAEP 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). The protected characteristics 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 TAEP is committed to promoting and developing inclusion & equality of opportunity in all aspects of school life and will seek to do this by:

- (a) Communicating its pledge 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 all staff and pupils on the Equal Opportunities Policy
- (d) Developing monitoring, evaluation and review systems of school policies, procedures and decision making
- (e) Demonstrating our zero-tolerance attitude towards discrimination by taking all allegations seriously

2. Responsibility

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

2.2 Each member of the school community 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 that 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 School's 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 school community

(d) Comply with the school's equality obligations contained in the Equality Act 2010

(e) Provide a learning environment where all individuals through the Equal Opportunities Policy and other school policies such as PSHE, feel valued, respected and feel they have a sense of belonging

(f) 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

(g) Include and value the contribution of all families to our understanding of equality and diversity

(h) Provide and promote positive information about the diversity of UK society

(i) Actively challenge discrimination and ensure that all members of the school community learn from these experiences

(j) Embed inclusion through all our activities

4.2 To achieve these aims we will:

(a) Involve, where reasonably practicable, all members of the school community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies, and procedures

(b) Publish and share school policies to the whole school community

(c) Collect and analyse data 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 school 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

4.2 TAEP is a nurturing school where everyone is unique and valued and where tolerance, integrity, collaboration, and mutual respect for others are all promoted. We are committed to the development of the whole person within a supportive, safe and welcoming environment. A broad, balanced, and relevant curriculum offer provides equal opportunity for all pupils, irrespective of difference, to maximise their potential and flourish.

4.3 At TAEP 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 stakeholder. 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 TAEP 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 TAEP 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 TAEP 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 TAEP 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 according to school procedures
- 5.5 TAEP has a gender-neutral uniform policy
- 5.6 TAEP 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 an additional language receive additional support, such as extra English tuition, where required
 - (e) Challenge inappropriate discriminatory behaviour by pupils, staff, and parents
 - (f) Offer all pupils access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities
 - (g) Ensure that all staff are aware of their responsibilities promote equality of opportunity and are given appropriate training and support
 - (h) Work with parents and external agencies where appropriate to combat and prevent discrimination in School
 - (i) Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices.

6. Religious Belief

6.1 TAEP is an inclusive school and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or no religion or faith).

7. Reasonable Adjustments

7.1 The School has 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 school will inform and consult with parents about what reasonable adjustments if any, the school can 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. TAEP has a duty 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 the school is 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. The School has an Accessibility Plan in place

8. Responsibilities

The Management Committee

8.1 It is the Management Committee's responsibility to:

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

The Executive Head teacher

8.2 It is the Executive Head teachers' 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 School, be it by staff, pupils, parents, or visitors
- (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

8.3 It is the responsibility of all staff to:

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

9. Concerns and Complaints

9.1 The School 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 Deputy Head: Pastoral and Provision

9.2 Any pupil who harasses another pupil on the grounds of any protected characteristic will be subject to the School's disciplinary measures following the School's Behaviour for Learning Policy.

9.3 If parents feel this policy has been breached they should raise their concern or complaint through the School's Complaints Policy which is available on the School website or can be available upon request.

10. Summary

10.1 At TAEP we value each pupil as a unique and special individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

11. Monitoring and Review

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

11.2 This policy is reviewed annually to ensure the aims of the policy are carried out under TAEP's equality obligations

11.1 This policy is reviewed on an annual basis to ensure the aims of the policy are carried out per the School's equality obligations.

12. Breaches of the Policy

12.1 All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Management Committee