

Equality and Diversity Policy

Ratification Date: ___20/07/21_____

Signed: ___AJHawkins_____

Review Date: ___10/10/23_____

Date of Next Review: September 24

Version Control

Version	Date	Changes
<u>1</u>	<u>20/07/21</u>	<u>Original</u>
<u>1.1</u>	<u>10/10/23</u>	<u>Reformat of document and spelling/grammar changes; Aims section amended to Aims and Value and updated statement on commitment; reference to Trans-Inclusion Policy; updated category criteria</u>

Review

This policy is reviewed annually to ensure compliance with current regulations. Approved and reviewed by The Board of Directors.

1. AIMS AND VALUES

Liminal Education is committed to providing equal opportunity for all pupils and staff to maximise their potential regardless of ethnic background, religion, gender or disability. In line with the Equality Act 2010, the organisation recognises the principle of protected characteristics and that it is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Liminal aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Provide a safe and secure environment in which all learner and staff can flourish
- Provide a learning environment where all individuals feel a sense of belonging
- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- 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 protected characteristic and people who do not share it.
- Challenge, proactively any discrimination or disadvantage
- Make inclusion a thread which runs through all our activities

2. LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from Discrimination.



- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. ROLES AND RESPONSIBILITIES

The Board of Directors will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the provision, including to staff, pupils and parents.

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the COO (Chief Operating Officer).

The COO will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils. Monitor success in achieving the objectives and report back to the Board of Directors.

All staff will:

Have regard to this document and to work to achieve the objectives as set out in section 8.

4. ELIMINATING DISCRIMINATION

The provision is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and directors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. ADVANCING EQUALITY OF OPPORTUNITY



As set out in the DfE guidance on the Equality Act, the provision aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. allowing time for religious observations)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of provision societies)

In fulfilling this aspect of the duty, the provision will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. FOSTERING GOOD RELATIONS

The provision aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in citizenship and Relationships, Sex and Health Education (RSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding circle-time discussions dealing with relevant issues. Pupils will be encouraged to take a lead in circle time and we will also invite external speakers to contribute where appropriate..
- Working with our local community. This includes organising trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the provision.

All pupils are encouraged to participate in the provision's activities. We also work with parents to promote knowledge and understanding of different cultures.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. EQUALITY CONSIDERATIONS IN DECISION-MAKING

The provision ensures it has due regard to equality considerations whenever significant decisions are made.

The provision always considers the impact of significant decisions on particular groups. For example, when a provision trip or activity is being planned, the provision considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all pupils

8. EQUALITY OBJECTIVES

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the Board of Directors.

Objective 2

To continue to promote understanding and respect for diversity across the whole Liminal community.

Objective 3

Train all members of staff and directors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

9. MONITORING ARRANGEMENTS

The CEO (Chief Executive Officer) will update the equality information we publish, at least every year.

This document will be reviewed at least every 4 years. This document will be approved by the Board of Directors.

10. LINKS WITH OTHER POLICIES

This document links to the following policies:

- Exams Policy
- Supporting Pupils with Medical Conditions
- Trans Inclusion Policy



11. EQUALITY INFORMATION

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the provision collects information on protected characteristics relating to:

- Gender
- Ethnicity
- Students eligible for Free School Meals (FSM)
- Students with English as an Additional Language (EAL)
- Students eligible for Pupil Premium Funding (PPG)
- Looked After Children
- Students with SEN
- Students with EHCP