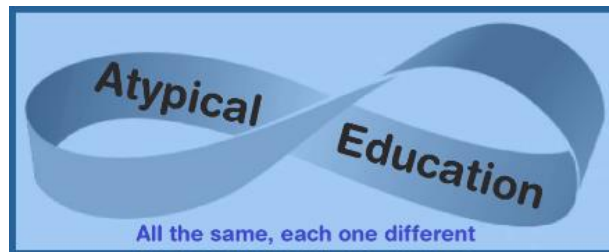


Equal Opportunities Policy

Atypical Education



Approved by:	Emma Oxnam	Date: 1 st September 2022
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Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and Responsibilities	2
3.1 Data Protection	3
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity	3
6. Fostering good relations.....	3
7. Equality considerations in decision-making	4
7.1 Promoting Inclusion.....	4
7.2 Supporting students with medical conditions	4
7.3 Students that have left school.....	4
8. Equality Objectives.....	4

1. Aims

Atypical Education aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- 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

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](#)

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

3. Roles and Responsibilities

The CEO will:

- Promote knowledge and understanding of the equality objectives among staff, volunteers and pupils
- Monitor success in achieving the objectives
- Identifying any staff training needs

3.1 Data Protection

Atypical Education adopts secure controls on sensitive personal data, ensuring all data is accurate and processed fairly and lawfully. We will gain consent from the student and parents/carers before processing sensitive personal data. We respect all students' right to privacy and will not disclose a student's sexual orientation to other students, staff members or third parties.

4. Eliminating discrimination

Atypical Education is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies reference the importance of avoiding discrimination and other prohibited conduct.

Staff and volunteers are regularly reminded of their responsibilities under the Equality Act – for example, during meetings if this has been discussed during a session and recorded in the meeting minutes.

We will not discriminate against, harass or victimise a student or prospective student because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

We will not discriminate against a student or prospective student because of a characteristic related to a person, such as a parent/carer, with whom the student or prospective student is associated. We will not discriminate against a student or prospective student because of a characteristic they are believed to have, even if the belief is mistaken.

5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people that 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. enabling Muslim pupils to pray at prescribed times)
- 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 school societies)

6. Fostering good relations

We aim 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 various religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Working with our local community. This organising trips and activities based around the local community

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils. All pupils are encouraged to participate in activities, such as sports clubs. 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

We always consider the impact of significant decisions on particular groups. For example, when a trip or activity is being planned, we consider whether the trip:

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

7.1 Promoting Inclusion

We will promote inclusion and equality through:

- Ensuring students are called by their preferred names, considering the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that staff reflect the full diversity of our local community.
- Providing an environment where discriminatory assumptions, attitudes and behaviours are continually challenged.
- Instilling in students an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational visits which expose students to a wide range of cultural experiences.
- Taking care in the use of language and the choice of resources so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing all students' cultural experiences and contributions, regardless of any protected characteristic they may have.
- Communicating our policy to parents/carers to gain their understanding, agreement and support for its provisions.

7.2 Supporting students with medical conditions

We will ensure that any medical conditions related to a student with a protected characteristic are fully supported.

7.3 Students that have left school

Our liability not to discriminate, harass or victimise does not end when a student has left the provision but will continue to apply regarding subsequent actions related to our previous relationship with the student, such as the provision of references.

8. Equality Objectives

- For all students to have high expectations set for them and to be given opportunities for stretch and challenge, regardless of learning needs or having EAL, so there are no significant gaps in the progress of any cohort.
- To promote student well-being and personal development. To monitor and reduce the use of homophobic, sexist and racist language by students. If such incidents occur, we will educate young people through our curriculum and support so that they understand and respect other people's views and beliefs.