



Equality and Diversity Policy

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Sage Education Provision Ltd

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Overarching principles

Sage Education Provision believes that we should provide equality and excellence for all to promote the highest possible standards of achievement. This also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists.

This is a policy that applies to all those accessing Sage Education Provision; equality applies to all members of our community – pupils, staff, parents and community members. It is based on the following core values.

Sage Education Provision is committed to excellence. We aim to highest standards of learning and teaching are paramount; where young people experience a culture which extends their horizons and aspirations.

A culture which:

- Recognises, celebrates and enhances the achievement of our pupils
- Provides our pupils with opportunities to demonstrate what they can do and a clear understanding of how they can progress
- Values the individual and meets the needs of that individual by setting realistic but aspirational standards and appropriate challenges
- Prepares and enables pupils to make positive contributions to their communities
- Values the contribution of pupils, parents and teachers in the development of Sage Education Provision
- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

We believe that everyone has the right to be respected, to feel safe, secure and to learn in an environment that is comfortable for them.

These aims are designed to ensure that Sage Education Provision meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstances.

We strive to include and engage our pupils and to prepare them for full participation in a diverse society.

We will take steps to:

- Promote equality of opportunity and access
- Promote racial equality and good race relations
- Oppose all forms of prejudice and discrimination
- Ensure pupils with a physical disability have access to Sage Education Provision and to the curriculum
- Efforts are made to ensure that staff are alerted to the possibility of gender bias in both our teaching and learning materials and teaching styles
- Materials are carefully selected for all areas of the curriculum so as to avoid sexual stereotyping and gender bias
- Equality between all pupils is recognised when giving/delegating responsibility and noting the achievements of both staff and pupils
- Discipline procedures – rewards and sanctions are applied to address the needs of the individual; we do not apply a generic ‘one size fits all’ policy
- Pupils and staff are encouraged to value each other and build up and maintain co-operative relationships, such relationships being based on mutual respect for each other
- Any differences involving gender which arise inside and outside the classroom are dealt with sensitively and are discussed with the pupils and the staff.

We aim to create a clear ethos which:

- Reflects our commitment to equality for all those accessing Sage Education Provision
- Promotes positive approaches to valuing and respecting diversity
- Provides follow up to any occurrence of racism, homophobia, misogyny and disability discrimination
- Consults all staff, pupils, parents and relevant local communities as appropriate
- Ensures staff, pupils, parents and others in our provision are accountable and understand their responsibilities regarding preventing discrimination and harassment and promoting gender equality
- All staff, pupils and their parents are consulted regarding, and are aware of Sage Education Provision's responsibilities to meet, the gender equality duty
- Curriculum planning, learning and teaching methods, classroom organisation, assessment procedures and behaviour management take account of the need to promote gender
- Incidents of sexual/gender bullying or harassment are dealt with according to our behaviour policy.

Responsibilities

All who work at Sage Education Provision have a responsibility for promoting equality and inclusion and avoiding unfair discrimination. Our directors take appropriate action in cases of harassment and discrimination. The SENDCo will lead on IAEPs and communicate with referring agencies around individual targets.

All staff have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, and assessment procedures, behaviour management, work with parent/carers) that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

Pupils and parents have a proportionate responsibility to understand and act in accordance with the policy, as do visitors to Sage Education Provision.

We recognise that any pupil can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on all genders, including men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that people of all genders can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration. In these ways we will strive to improve the situation for, and the relationships between all genders within Sage Education Provision and wider community.

Employment and Training Procedure

The provision adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties, procedures as outlined by the statutory guidance set out in Keeping Children Safe in Education (KCSIE).

We will take steps to encourage people from underrepresented groups to apply for positions at the provision and ensure recruitment and selection processes are monitored.

All staff and visitors must support the ethos of Sage Education Provision, promoting equality and challenging bias and stereotyping wherever observing it. We will ensure that staff training continually highlights equality issues. Staff and visitors provide a wide range of role models and Sage Education Provision strives to reflect the diversity of the local and wider community.

Curriculum

Sage Education Provision provides an appropriate curriculum for the pupils it serves. We will monitor and evaluate its effectiveness through IAEP and EHCP reviews as well as academic attainment analysis. The curriculum builds on pupils' starting points and is adapted appropriately to ensure the inclusion of:

- Boys and girls
- Pupils learning English as an additional language
- Pupils from minority ethnic groups
- Pupils who are gifted and talented
- Pupils with special educational needs
- Pupils with a disability
- Pupils who are in public care
- Pupils who are vulnerable

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Teaching and Learning

All staff ensure that Sage Education Provision is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalised. We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles.

All pupils are regularly consulted about their learning. Any pupil grouping is planned and varied to reflect the requirements of learners and their social development needs.

All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Where group works occurs, pupils will be encouraged to be a resource for their peers. Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour. Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Assessment, Pupil Achievement and Progress

Sage Education Provision expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

Sage Education Provision recognises and values all forms of achievement. We will monitor pupil performance and staff will use a range of methods and strategies to assess pupil progress.

Ethos

Sage Education Provision opposes all forms of racism, prejudice and discrimination. We actively promote good personal and community relations and recognise diversity as having a positive role to play.

All staff are expected to foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups and range of abilities.

Clear procedures are in place so that all forms of bullying and harassment, including racism, harassment related to disability, sexism, gender equality and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant national policies and guidance such as those for anti-bullying and dealing with racist incidents.

All forms of harassment are recorded, monitored and responded to in line with the Safeguarding policy.

All staff at Sage Education Provision take care to lead through example, demonstrating high expectations of all pupils.

Sage Education Provision expects high standards of behaviour from our pupils, appropriate for their developmental level.

Our students are often emotionally based school avoidant (EBSA) and have medical needs. We therefore acknowledge that reintegration to school must be done at a pace which is emotionally safe and supportive for the pupils. This will often involve the support of external supporting agencies.

All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that cultural background, gender equality and disability may affect behaviour. Sage Educational Provision takes this into account when dealing with incidents of unacceptable behaviour.

Where a pupil's behaviour is difficult or dangerous, Sage Educational Provision will liaise immediately with the referring school or local authority.

All stakeholders are aware that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Language Diversity

We welcome the diversity of languages in our provision, and we give them all status and value.

We recognise the positive role the home language must play in the development of English language learning and in pupils' cognitive development. Pupils who speak languages other than English are encouraged where appropriate to use them in and wherever possible, we aim to offer support for pupils who are in the earlier stages of learning English.

Personal Development and Pastoral Care

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of traveller pupils, refugees and asylum seekers' children.

Sage Education Provision provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are provided with relevant support to consider and modify their behaviour.

Referrals and admissions

We support students with already identified special educational needs and those who require further assessment. Pupils with Education, Health and Care Plans (EHCPs) can be referred by their school or by the local authority. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc, is included in admission forms or gathered at admissions interview.

Referral is done through the Sage Education Provision referral form which includes the IAEP. Following the referral procedure an induction meeting will be arranged between the student, parent/carer and or member of school staff that knows them well. A slow transition to Sage Education Provision can be arranged following this meeting.

Attendance

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability. We make provision for leave of absence for religious observance, for staff as well as pupils.

Action is taken in order to address any disparities between different groups of pupils. Sage Education Provision fully supports children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

Partnership with Parents and the Community

We monitor parental involvement and have work closely and collaboratively to raise participation of underrepresented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parent/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English.

Parents with a disability or learning difficulties will be able to access required information. Parents are very much a part of the response to their child's special educational needs, so that they understand the purpose of any intervention or programme of action.

Complaints

For any complaints related to this policy or the implementation of the policy, follow the procedures set out in the provision complaints policy. Where the complaint is a safeguarding concern, refer to the procedures in the safeguarding policy.