



<b>Policy Name</b>	<b>EQUALITY AND COHESION</b>
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### 1. Aims

Everyone will be the best that they can be  
Everyone has a voice  
No one is excluded  
  
(Learn to Live Federation Vision Statement)

We are committed to ensuring and promoting equality of opportunity for all children, staff, parents, and guardians irrespective of race, gender, disability, belief, sexual orientation, sex/gender identity (including gender reassignment), and age.

Our aim is to develop a culture of diversity and inclusion in which all those within the Learn to Live Federation community can celebrate their identity and participate fully in experiences and learning. Enabling our children to take part as fully as possible, in every part of the Learn to Live Federation's life, by developing each child's self-confidence, recognising their strengths, and encouraging them to achieve their full potential.

We challenge discrimination through the positive promotion of equality through learning, tackling bullying, racism, and stereotyping, and by creating a safe welcoming environment that champions respect for all.

The Learn to Live Federation has a firm belief that diversity is a strength that must be respected and celebrated by all of those who learn with us and visit us.

### 2. Scope and Purpose

This Policy covers all individuals working at all levels, including staff, consultants, contractors, trainees, part-time and fixed-term staff, the governing board, and agency staff. It also applies to the wider community such as children, job applicants, ambassadors, and parents/guardians.

The purpose of this policy is to set out our approach to promoting equality and diversity and how we will tackle discrimination and challenge social exclusion. It explains how we will put our commitment into action and comply with the law to ensure that equality and diversity are promoted in our The Learn to Live Federation and that our staff, children, and community are not subject to, and do not commit, unlawful acts of discrimination.

### 3. Guiding Principles

This policy is a single policy that harmonises our aims to ensure equality for all those with protected characteristics, and the education and awareness for the Learn to Live Federation's community.

This unites our policies on:

- English as an additional language
- Attendance
- Relational approaches and/or behaviour
- Anti-racism
- Accessibility Plan
- Risk Assessment
- Anti-bullying
- PSE and/or citizenship
- Pupil premium
- Relationships and Sex education
- Safeguarding

This policy also combines previous Federation policies on

- Race
- Disability
- Gender

We are committed to developing cohesive communities both within the Learn to Live Federation's physical boundaries and within our local, national, and global environments. Our Federation embraces the aim of working together with others to improve children's outcomes, both educational and well-being, with the rights of the child in mind.

Our policy is inclusive of the whole Learn to Live Federation community; children, staff, governors, parents/guardians, visitors, and partner agencies whom we have engaged with, and who have been actively involved in and contributed to its development.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, and victimisation
- advance equality of opportunity and,
- foster good relations between groups

as outlined in the [Equality Act 2010](#).

It explains how we will listen to and involve children, staff, parents/guardians, and the community in achieving better outcomes for our children.

## **The Learn to Live Federation within the Wider Context**

The national demographic presents an ever-changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation.

Bidwell Brook School, Ellen Tinkham School and Ellen Tinkham College are lively and supportive Community Special Schools, two on the outskirts of Exeter, one outside Totnes. There are approximately 400 children attending the Federation.

The Federation community is made up of a mixture of families in terms of employment and economic background. Our annual census data shows us that the children are predominately from a White British background. All our children have an Education, Health and Care Plan (EHCP) and the school sites are accessible for wheelchair users.

As migration and economic change alter the shape of our local and national communities, it is more important than ever that all schools play a full part in promoting community cohesion and inclusion. Community cohesion is not just about good race relations, it applies to many aspects of community life including positive relations between older and younger generations, and as Devon has an increasing older population this is another important factor.

It is our belief that every school, irrespective of its intake and location, is responsible for educating young people who will live and work in a country which is diverse in terms of age, culture, religion or belief, ethnic or national origins, nationalities, sex/gender, gender identify, sexual orientation, disability and socio-economic backgrounds.

We have high expectations of all our staff and learners. All individuals within the schools are entitled to learn, teach and work within a non-threatening and supportive environment in which the development of self-esteem and confidence is enhanced. We want everyone in the school community to be proud of who and what they are, as well as their school community.

We believe the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

The Federation's ethos is centred around a core promise of person-centred planning and provision.

This includes the regular review of progress and action planning to ensure pupils' individual needs are known and catered for effectively within the curriculum and that progress is made. Action points are followed up to support the wellbeing of pupils and encourage progress regardless of challenges faced by the individual.

We are committed to:

- ✓ Celebrating diversity.
- ✓ Promoting and advancing equality and inclusion.
- ✓ Meeting students' needs.
- ✓ Encouraging participation.
- ✓ Promoting cohesion, tackling prejudice and promoting understanding.
- ✓ Tackling discrimination and disadvantage.
- ✓ Tackling bullying.
- ✓ Encouraging, supporting and striving to enable all pupils and staff to reach their potential.

- ✓ Working in partnership with parents and the wider community to establish promote and disseminate good practice.
- ✓ Ensuring that this policy is followed.

We are bound by the SEN & Disability Code of Practice 2015: 0-25. We ensure that children, young people and parents are actively involved in decision making and that we provide them with the information, advice and support necessary to enable them to participate in discussions and decisions about their support, in accessible forms (SEND CoP 2015, 1.9).

We believe that special education provision is underpinned by high quality teaching and is compromised by anything less (SEND CoP 2015, 1:25).

#### 4. Legislation and Our Duties

##### Equality Act 2010

The [Equality Act 2010](#) protects people from discrimination and harassment. If someone thinks they have been discriminated against they may take their complaint to a court or Employment Tribunal (if they are an employee). The act also places duties on public authorities (including the Learn to Live Federation) to be proactive about addressing inequalities. The Public Sector General Duty (Section 149) states that a public authority must give due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other prohibited conduct.
- Advance equality of opportunity.
- Foster good relations between people.

‘Advance equality of opportunity’ means to remove or minimise disadvantage, meet people’s needs, take account of disabilities, and encourage participation in public life.

Failure to observe these public sector duties could result in a judicial review, but also put The Learn to Live Federation at risk of discriminatory practice.

These duties apply to eight **protected characteristics**:

- **Age** - A person of a particular age (e.g. 32-year-old) or a range of ages (e.g. 18-30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if they have, or has had, a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** – Transgender people may have the body of one gender but feel that they are the opposite gender. The word transgender is sometimes used interchangeably with terms such as gender-variant but usually has a narrower meaning and different connotations than gender variant, including non-identification with the gender assigned at birth. This relates to a person who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). Children as young as five may begin to show signs of [gender dysphoria](#) and therefore it is relevant in any The Learn to Live Federation environment.
- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to staff and other adults.

- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including stillbirths), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of Additional Maternity Leave. Within education it also protects children who are pregnant.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent the Learn to Live Federation from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** – Sex refers to a person's understanding and experience of their own gender identity, it is their internal sense of self. Everyone has a gender identity; for some people, it corresponds with the gender assigned at birth, and for some others, it does not. Gender identities are expansive and do not need to be confined within one collectively agreed-upon term. An individual's appearance may not inform you or their gender identity. It is important to understand that one's gender identity does not direct the way we are or the clothing we choose to wear.
- **Sexual orientation** - A person's sexual orientation, is the part of their identity that relates to who they find attractive. Although it is in the name, the attraction to other people does not have to be sexual, it could be romantic, or connection-based. Some people are attracted to a particular gender or genders, some people are attracted to who the person is (their morals, values, humour, intelligence, etc.) and for some it is a combination of the two. Sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or disclosing at any age. The Learn to Live Federation with a particular religious ethos cannot discriminate against non-heterosexual children or parents/guardians.

We understand that an individual's gender identity and sexual orientation is individual to them.

The legal duties to eliminate harassment and foster good relations make it clear that the Learn to Live Federation must address bullying and prejudice-related incidents, based on a protected characteristic, such as racism or homophobic bullying.

The expectation in law is not only for the Learn to Live Federation to respond when an incident occurs, but to also take steps to prevent those incidents from occurring or escalating.

Because of its relevance to the duty to eliminate harassment and foster good relations, this means that the Learn to Live Federation should [report incidents to the local authority](#), publish information on performance, and set objectives about bullying and prejudice-related incidents. What is published will vary according to each school, but it could include publishing basic data, supported by a narrative, about the number and type of incidents reported and dealt with.

We will take care not to publish any details that could identify specific individuals. The Learn to Live Federation will include relevant objectives in its development plan, and will refresh its equality objectives at least every four years.

### **The Education and Inspections Act 2006**

There are a number of statutory obligations on the Learn to Live Federation with regards to behaviour which establish clear responsibilities to respond to bullying. In particular, section 89 of the [Education and Inspections Act 2006](#):

- states that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst children. These measures are part of the Learn to Live Federation’s positive behaviour policy which must be communicated to all children, staff and parents/guardians.
- the executive headteacher can determine measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the Learn to Live Federation and are not under the lawful control or charge of a member of the staff of the Learn to Live Federation. These incidents should be [reported to the local authority](#).

### **Keeping Children Safe in Education**

The DfE’s guidance reiterates the expectations and obligations of the Learn to Live Federation:

- All staff should be aware of systems within the Learn to Live Federation which support safeguarding and these should be explained as part of staff induction. This should include a behaviour policy that should outline measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- To focus on key issues of concern and how to improve children’s outcomes. Some children may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concerns will differ between schools but it is important that both Federation schools are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures.
- It is important that the Learn to Live Federation considers sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

It also reminds us to recognise, by providing suitable CPD, the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation, and are confident they have the capability to support children.

Additional key points to note are that this guidance puts emphasis on having an online safety policy, LGBTQ+ inclusion policy and working closely with the local authority.

To familiarise yourself with the current guidance, please visit the [DfE’s website](#).

### **Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour, or communications, could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If staff feel that an offence may have been committed, they should seek assistance from the Police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety, or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

## 8. Responsibilities

### Governing Body

- Ensure that the Learn to Live Federation complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Executive Head.
- Ensure all other Federation policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

### Executive Head

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. The Learn to Live Federation no longer require job applicants to complete a generic health questionnaire. Neither should they seek out past sickness records until they have made a job offer.
- Ensure that all staff and children are aware of the process for reporting and following up on bullying and prejudice-related incidents.

### All Staff

- Enact this policy, its commitments and procedures, and the responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

### Specific Staff

- PSHE co-ordinators ensure diversity issues are addressed in the implementation of the PSHE and citizenship framework throughout the school.
- RE co-ordinator/Enrichment Team ensure that RE is in line with county guidance and stereotypical views of particular faith groups or beliefs are not perpetuated.
- Deputy Headteachers to maintain and monitor access to every aspect of school life.

### Children

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

### Visitors

- To be aware of, and comply with, the Learn to Live Federation's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on Federation premises.



All staff and Governors will exercise their safeguarding responsibilities in relation to equity matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

All staff and Governors will have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion.

We value the opportunity to take a holistic approach in fulfilling our Equality Duties.

## 6. Equality Objectives

The Learn to Live Federation has two specific duties to assist us in meeting our general duty set out by the Equality Act 2010. They are:

- To publish information to show how we are complying with the Equality Duty. This must be updated at least **annually**.
- To prepare and publish one or more specific and measurable equality objectives at least every **four** years.

<b>Objective 1</b>	To implement a robust training programme that increases staff confidence across the Federation to support learners with increasingly complex disabilities and learning need
<b>Objective 2</b>	To Improve the participation and engagement of different groups of parents, guardians, and communities
<b>Objective 3</b>	To ensure that all pupils attend school consistently to receive the full benefit of their education
<b>Objective 4</b>	To ensure that any gap in attainment between different groups is not significant
<b>Objective 5</b>	To extend the range and context of outdoor learning opportunities available to all pupils

Further details on our rationale, evidence and action plan can be viewed in our Equality Duty Review document which can be found on our websites.

## 7. Our Commitments

The primary aim is to enable all children and young people to take part as fully as possible in every part of the Federation's daily life.

Within the Learn to Live Federation we will take steps to promote and celebrate equality of opportunity, foster good relations, and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within our communities.

We will achieve this by taking the following measures.

### Culture and Ethos

- The Learn to Live Federation ethos will clearly celebrate equality, diversity, and inclusion.
- We will actively encourage positive attitudes towards children and staff and expect everyone to treat others with dignity and respect.
- Staff will model respect and healthy relationships for the children, through their professional approach.
- The Learn to Live Federation will encourage Cultural Exchange through visitors, workshops, visits, trips and celebrating key cultural dates.

- We will ensure that all content on our website, parental/guardian newsletters, and letters are accessible, by embedding a translation app, such as Google Translate or Translate Press on our website and translating/adjusting correspondence to families.
- Our publications, website, and graphics will reflect all of our Federation community.
- We will ensure that children develop an understanding of how to manage conflict.

### **Relational Approaches**

- The Learn to Live Federation will have a zero-tolerance approach to any racism, bullying and prejudice.
- The assailant of any such incident will receive intervention/education regarding the incident, including gaining an understanding of the nature of the incident, its impacts on their peers and the wider community, and learning how to apologise.
- All incidents of bullying, prejudice and racism, including prejudice towards sexual orientation, gender identity, religion and belief, disability, sexual harassment/sexism will be reported to the local authority.
- We expect that all staff will be role models for equal opportunities, deal with bullying and discriminatory incidents, and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, we will plan ongoing events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion, and an understanding of the effects of discrimination.
- We will ensure children, parents/guardians, and staff are consulted in the development and review of this policy and our equality objectives.
- We will regularly seek the views of children, parents/guardians, advisory staff and visitors to our schools, to ensure that our environments are as safe and accessible as possible to all users.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, what ‘reasonable adjustments’ mean in practice and the different forms of discrimination such as:
  - Direct discrimination
  - Indirect discrimination
  - Harassment
  - Victimisation
  - Unconscious bias
  - Third-party harassment
  - Discrimination by association
  - Discrimination by perception
- All allegations of discrimination and prejudice against staff and other adults that meet the harm threshold, as outlined in the [Keeping Children Safe in Education guidance](#), will be dealt with appropriately, by contacting the Local Authority Designated Officer ([LADO](#)) and reporting a BPRI to the local authority once the investigation has been completed.
- When drawing up policies, we will carry out an [equality impact assessment](#) (EIA) to ensure a policy does not, even inadvertently, disadvantage groups with protected characteristics.

### **Reasonable Adjustments**

- We will develop and implement (by allocating appropriate resources) Access Plans which will:
  - Increase disabled pupils’ access to the school curriculum
  - Improve the physical environment
  - Improve provision of information

- We will also ensure that all the following are clearly outlined in our disability access plan:
  - We will take reasonable and necessary steps to meet children’s needs by using a variety of approaches and planning reasonable adjustments for children with additional needs and disabilities. Enabling our children to take as full a part as possible in all activities.
  - Auxiliary aids and services will be provided for children, where reasonable adjustments are required.
  - We will seek the views of advisory staff and outside agencies and partnerships with other services where support is needed.
  - We will make reasonable adjustments to ensure our environments and activities are as accessible and welcoming as possible for children, staff, and visitors to our schools
  - We are also committed to ensuring staff with additional needs or a disability have equality of opportunity.
  - We will provide a suitable space and time for prayer for Salat (Muslim daily prayer).
  - Children in the Learn to Live Federation will not be disadvantaged in assessments and examinations due to their disability, additional need, or language barrier. We will ensure that appropriate access arrangements are in place.
  - We will provide information in an accessible format.

## Curriculum

- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We expect all staff to have high standards of attainment and aspirations for our children, promote common values, help children understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will ensure the curriculum is accessible to all children.
- All pupils will be encouraged to participate in all areas of school life. All pupils will have equal access to a curriculum appropriate for their age or ability. The curriculum may be modified to enable the individual pupil to better access that curriculum due to any specific educational or physical needs they may have. Tolerance and understanding are embedded within our wide and varied person-centred curriculum.
- Through proactive planning, we will ensure that all children are able to take part in extra-curricular activities and residential visits, and we will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic or socioeconomics.
- When planning the curriculum and resources, we will take every opportunity to promote equality, diversity, and inclusion.
- Our whole curriculum will reflect our schools’ community. Our Core subject and Key Stage Leads will outline the steps they take to meet this commitment through their subject improvement plan.
- Our assemblies, literary programmes, and PSHE will explore:
  - Racism
  - Discrimination and prejudice
  - Gender identity
  - Sexual orientation
  - Healthy relationships
  - Disability (including ‘invisible’ disabilities)
  - Mental health
  - Religion and belief, ensuring a balanced approach to learning to inform children

- We will ensure all our curriculum content is empathetic to children and staff of different backgrounds by:
  - Ensuring we discuss sex education and mental health curriculum content with parents/guardians from different religious and other backgrounds before it is delivered and providing alternatives if requested by families.
  - Understanding that parents/guardians have the [right to withdraw](#) their children from sex education and religious studies and we will work with parents/guardians in supporting their request. We will, however, arrange for learning to be sent home so that parents/guardians can deliver this content if they wish.
  - Outlining our curriculum and intent through our website.
  - Ensuring staff feel comfortable delivering content.
  - Teachers will be mindful of children's specific needs, such as partial sight or hearing, or those with restricted mobility, when considering classroom organisation, lesson planning and practice.
  - The Federation has an annual task schedule for transition and, within this, clearly identified processes for supporting those beginning at the school, whether this be into our Early years department, or one of the classes in the main part of the school. We support appropriate transition arrangements for new pupils. Typically, this may involve a visit to their current provision for their new teacher, followed by the opportunity to spend time with their new teacher and/or peers in advance of joining the school full-time.
  - We also recognise the importance of welcoming and supporting new families, who may be adjusting to the fact that their child requires the support of a special school placement
  - The schools work in partnership with a wide variety of agencies and organisations to support learners' education. Engagement with parents through an open-door ethos, parents' evening, parent and child classes and other celebrations is considered a priority at the school.
  - The School Council, which involves the children in the decision making and organisation of the school, teaches the children the importance of participation and making a difference to the school, local community and beyond.

### **English as an Additional Language (EAL)**

- We will arrange for a professional interpreter for all meetings and parent evenings, for parents/guardians whose home language is not English. We will not use a child to interpret as key messages may not be relayed.
- We will ensure that we have discussions with new parents/guardians on what safeguarding and good attendance look like in the Learn to Live Federation.
- The Learn to Live Federation will have a clear strategy on how EAL parents/guardians and children can make a disclosure through their home language.
- We will promote equality by ensuring curriculum content is accessible and scaffolded, by providing pre-teaching and/or intervention, and technology if suitable.
- Complete an [EAL Information Collection form](#), to alert the Ethnic Minority and Traveller Achievement Service (EMTAS) of a new arrival and to arrange for a Bilingual induction programme.

### **Gypsy, Roma, Traveller and Showman (GRTS)**

- Marie Barrett, Deputy Headteacher is the Learn to Live Federation's GRTS ambassador and the key contact for parents/guardians and children.
- The Learn to Live Federation will clearly identify and publicise the support available to GRTS children.
- We will monitor the attendance and attainment of GRTS children, engaging with the local authorities [EMTAS](#) for support for children whose attendance and attainment is causing concern.
- The Learn to Live Federation will actively build relationships with GRTS communities through:
  - Creating a communication plan with parents/guardians for all GRTS children. Ensuring that families know what to expect from the Learn to Live Federation and who they can contact easily.

- Ensuring our curriculum is flexible to support GRTS children.
- The Learn to Live Federation has zero-tolerance for any GRTS racism, including the use of words such as 'chav', 'pikey' and 'gypsy' (in a derogatory manner).

### **Training**

- All staff will receive training and awareness of:
  - Bullying, prejudice and racism incidents
  - Equality, diversity, and inclusion
  - Extremism and radicalisation
  - Understanding gender identity and sexual orientation
  - Gypsy, Roma, Traveller and Showman
  - English as an Additional Language (EAL) children
- All new staff inductions will include training on equality, diversity, and inclusion – with a planned itinerary of when other training content will be delivered.

### **Monitoring**

- We will monitor the progress and achievement of children by the relevant and appropriate protected characteristics. This information will help the Learn to Live Federation to ensure that individual children are achieving their potential, that we are being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the Federation Development and Innovation Plan and Equality duty review.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities, and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do.
- We will make reasonable adjustments such as providing auxiliary aids for our staff with disabilities or additional needs.
- Bullying, prejudice and racism related Incidents will be carefully monitored. Any common themes will be addressed in our curriculum, assemblies, and through workshops or intervention. We will engage with the local authority if they request our data as part of their county-wide audit.
- We will publish our data and reviews in line with our Equality Duty mentioned above.

### **Partnerships with the Local Communities**

- All parents/guardians shall have equal opportunities to, and are encouraged to, become involved in the life of the school either during the school day or as part of our school Parents' Association, PTFA, regular meetings held for new parents as well as the AGM at which all parents have equal opportunity to stand for election to one of the offices.
- As appropriate we draw upon and involve the experience and expertise of the parents and community in the life of the school, and welcome parents and guardians from all backgrounds and abilities.
- As far as practicable and appropriate we may provide information for specific parents in a format alternative to that normally used to take into account their specific needs and thereby enable them to access the information.
- The school has a Lettings policy that enables individuals or groups within the community to hire the school premises for after school functions. No group shall be discriminated against unlawfully in relation to lettings.

- We promote equal opportunities for all parents to meet staff formally and informally. At the beginning and end of the school day, staff are available for informal meetings with parents. Formal opportunities are provided each term.

## 8. Monitoring Arrangements

The Learn to Live Federation recognises that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation. The policy is therefore, along with all of the Federation policies, publicly available for comment via the website.

As with all Federation policies, the impact of them is monitored closely to ensure that they are effective in reaching their aims, and to ensure that resources are used effectively. We will undertake a full review of the whole policy on a three-year cycle where there are no specific concerns raised and immediately, where practicable, should concerns regarding the effectiveness of either the policy or its implementation are formally raised.

Progress reports will be communicated via Governors Meetings.

A copy of this policy can be provided in an alternative format eg in large print or audio if needed, on request from the school office.

## 9. Appendix

### Definitions

BPRI	Bullying, prejudice and racism incidents
Cohesion	People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
Community	From the Learn to Live Federation’s perspective, the term “community” has a number of meanings: <ul style="list-style-type: none"> <li>• The Learn to Live Federation community – the students we serve, their families and the Learn to Live Federation’s staff.</li> <li>• The community within which the Learn to Live Federation is located – in its geographical community, and the people who live and/or work in that area.</li> <li>• The community of Britain – the Learn to Live Federation by definition is part of it.</li> <li>• The global community – formed by European and international links.</li> </ul>
Cultural exchange	The sharing of different ideas, traditions, and knowledge with someone who may be coming from a completely different background than your own.
DfE	Department for Education.
Direct discrimination	Treating someone with a protected characteristic less favourably than others.
Discrimination by association	When a person is treated less favourably because they are linked or associated with a protected characteristic.
Discrimination by perception	When someone is discriminated against because it is believed they have a protected characteristic, whether or not they actually do.

Diversity	Recognising that we are all different. Diversity is an outcome of equality and inclusion
EAL	English as an additional language - a pupil whose home language is not English or who lives in a bilingual family.
Equality	This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
Gender Dysphoria	Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person “identifies” with, or feels themselves to be.
Growth mindset	That there is always scope for learning, improving, and understanding.
Harassment	unwanted behaviour linked to a protected characteristic that violates someone’s dignity or creates an offensive environment for them.
Inclusive	Making sure everyone can participate, whatever their background or circumstances. Ensuring everyone can experience the same experiences as any other child.