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Equality and Diversity Policy

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Introduction

Diamond Families values the individuality of all of our service users. We are committed to giving everyone, every opportunity to achieve the highest of standards. We do this by taking account of service users' varied experiences and needs. We offer bespoke qualifications and a number of evidence led workshops and have high expectations of all of our users. The achievements, attitudes and well-being of all our users matter. This policy is intended to help to ensure that this centre promotes the individuality of all service users, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

In order to accommodate the individual's particular learning style, sessions will be planned, whenever possible, in a multi-sensory way, so that various activities will cater for all service users in the spirit of inclusion. There will also be consideration of how to record learning outcomes so that a student is offered a variety of methods and is not inhibited by any specific difficulty. Support is also available from an additional adult in most sessions.

All service users are encouraged and taught to feedback their views as part of our “Assessment for Learning”. These outcomes and opinions may be indicated in visual, auditory or kinaesthetic ways.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this centre provides equal opportunity for all service users and adults, giving due regard to groups with ‘**protected characteristics’** in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

Aims and objectives

We do not discriminate against anyone, be they staff or student, parent or visitor on the grounds of ethnicity, religion, attainment, age, disability, gender or background.

We promote the Principle of fairness and justice for all through the opportunities that we provide in our school. We recognise that doing this may entail treating some service users differently.

We seek to ensure that all service users have equal access to the full range of learning opportunities provided by the centre.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

We challenge personal prejudice and stereotypical views whenever they occur.

We value each student's worth, we celebrate the individuality and cultural diversity of the community centred within our centre, and we show respect for all minority groups.

We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive learning experiences, and support for each individual's

legitimate point of view, we aim to promote positive social attitudes, and respect for all.

Racial equality

In our centre, we will: strive to eliminate all forms of racism and racial discrimination; promote equality of opportunity; promote good relations between people of different racial and ethnic groups.

It is the right of all service users to receive the best opportunities the centre can provide, with access to all learning activities organised by the centre. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with our centre procedures (see our centre behaviour policy).

We endeavour to make our centre welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the service users, across the curriculum.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. Also, in our unstructured time and informal discussion service users may learn about and discuss other faiths and religions.

Disability non-discrimination

Some service users in our centre may have disabilities. In our setting it is more likely to be an emotional or mental health issue. We are as committed to meeting the needs of these service users, as we are to meeting the needs of all within the centre. All reasonable steps are taken to ensure that these service users are not disadvantaged compared with non-disabled service users and that they complete their time with us at a comparable stage to where they would have been if the issue had not been present e.g. that they are able to take up a place in education, employment or training after Y11.

The centre is committed to providing an environment that allows disabled service users full access to all areas of learning. Where activities are taught around the site and it is not possible to access them, all materials and teaching aids will be brought to the classroom area.

Staff modify teaching and learning as appropriate for service users with disabilities. For example, they may give additional time to complete certain activities, or modify learning materials, or offer alternative activities where service users are unable to manage the planned learning activities.

The centre provides additional support in the form of solution focused counselling on-site. All staff are trained to understand the needs of the individual and how behaviour is a form of communication, and to act accordingly. We believe that punishment does not change behaviour and we aim to help service users understand themselves and learn to manage their own behaviour.

Gender Equality

We recognise that nationally; the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of service users making the best progress possible in our centre.

We have put in place a number of measures to raise the achievement of the boys. These include:

- dealing with negative aspects of boys' behaviour,
- removing gender bias from our resources;
- begin a lesson by stating the learning outcomes, and giving the 'big picture';
- employ a variety of activities, and include a kinaesthetic element when possible;
- deliver work in bite-sized chunks, with 'brain breaks' and new starts; provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

The role of the Board of trustees

In this policy statement, the Board of Trustees has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the centre community are treated both fairly and equally.

The Board of Trustees collects, analyses and evaluates a range of centre data. We check that all service users are making the best possible progress, and that no group of service users is underachieving. To do this, we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and service users' questionnaires.

The Board of Trustees seeks to ensure that people from the „protected groups" as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our centre. The Board of Trustees welcome all applications to join the centre, whatever background or minority group a child may come from.

The Board of Trustees treats all requests to join the centre in an equal way, whatever background or disability a child may have.

The Board of Trustees ensures that no individual is discriminated against whilst in our centre on account of their sex, religion or race. So, for example, all service users who are able to do so have access to the full range of the curriculum, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

Diamond Families Farm Directors Role

It is the responsibility of Diamond Families Farm Director:

- to implement the centre's policy on equal opportunities, and they are supported by the Board of Trustees in so doing.
- to make sure that all staff are aware of the centre policy on equal opportunities, and that staff apply these guidelines fairly in all situations.
- ensures that all appointment panels give due regard to this policy, so that no one is discriminated against.
- promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- promotes respect for other people in all aspects of school life, considering respect for other people is a regular theme.
- views all incidents of unfair treatment, and any racist incidents, with due concern.

The role of the Team Leader

Team Leaders recognise their own prejudices but do their best to ensure that all service users are treated fairly and with respect. We do not knowingly discriminate against any student.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents through our internal recording system and draw them to the immediate attention of the Director.

Monitoring and Review

It is the responsibility of our Board of Trustees to monitor the effectiveness of this policy. The Board of Trustees will therefore:

- have due regard to the aims of the Equality Duty when a policy is developed, decided upon, implemented and reviewed.
- monitor the progress of service users from minority groups, comparing it with the progress made by other service users in the school;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the Director to report to the Board of Trustees annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or service users regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that service users from minority groups are not unfairly treated.

This policy will be reviewed by the Board of Trustees every two years, or earlier if it is considered necessary

Related policies

Accessibility Policy

SMSC Policy

PREVENT – preventing radicalisation and extremism

Behaviour for Success

Partisan and Political Policy

Staff code of conduct

SEN Policy

Assessment policy