

**Green Corridor  
Equality, Diversity & Inclusion Policy**

## DOCUMENT CONTROL

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## Principal Related Policies & Procedures

Document Title	Location
Safeguarding children and vulnerable adults	GC Policies & Procedures
Grievance and Disciplinary Policy	GC Policies & Procedures
Staff Handbook	GC Handbook

## Confirmation of Receipt of Policy & Procedure

I confirm I have received a copy of this policy and procedure and have read and understood the contents. I also confirm I have sought clarification from my line manager on any issues which I am not clear about.

Signed:

Date:

Please return this signed copy to your individual Policies and Procedures Folder for future reference.

## **Equality, Diversity & Inclusion Policy**

### **Statement of Intent**

Green Corridor is committed to creating a stimulating, supportive and inclusive learning environment for all, free from discrimination, harassment and bullying. We also aim to foster an organisational culture of mutual respect and support for diversity where all learners, staff and volunteers are able to achieve their full potential.

We are committed to the fair treatment of all learners, volunteers, visitors and staff regardless of age, disability, family or caring responsibilities, gender identity, marital status, pregnancy or maternity, race, religion or belief (including non-belief) sex, sexual orientation and work or study patterns.

We are also committed to helping our young people to recognise, accept and celebrate their similarities and differences.

In line with our admissions policy we have particular regard for supporting neurodiversity across our learning environment through clear communication, use of quiet zones and sensory spaces and a management and tutoring style that recognises individual learner needs. We also acknowledge the duty of post-16 education in promoting equality of opportunity and furtherance of social inclusion. We recognise the link between equality and excellence in learning and we understand that ensuring equality of opportunity is essential for the successful development of our learning institution and the wider community.

All staff, learners and volunteers have personal responsibility for owning and implementing this policy.

### **Purpose**

The overall purpose of this policy is to provide:

A statement of our commitment to equality, diversity and inclusion within our Learning and Development Centre; and;

An outline of the rights and responsibilities to which all members of the Green Corridor community are expected to adhere.

### **Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to protected characteristics such as age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), gender reassignment, marriage and civil partnership, religion and belief, and sexual identity. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **Roles and Responsibilities**

## **Board of Trustees**

The board of trustees has ultimate responsibility for ensuring Green Corridor meets the commitments outlined in this policy

## **Chief Executive Officer (CEO)**

The CEO is responsible for implementing this policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of a breach in policy.

## **Teaching and non-teaching staff.**

All staff are expected to:

- promote an inclusive and collaborative ethos in their learning environments
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 below
- ensure that resource materials used to deliver the curriculum are accessible to a diverse range of students and adjusted to meet specific needs, and that they are free from sexist, racist and other discriminatory assumptions, images and languages, unless they are being studied as examples of such
- support learners in their class for whom English is an additional language
- keep up-to-date with equality, diversity and social inclusion legislation relevant to their work.

## **Learners**

All learners are responsible for ensuring that they understand and apply this policy throughout their day-to-day activities and interactions and will be supported through appropriate training as part of our enrichment programme.

## **Guiding principles**

In fulfilling the legal obligations cited above, we are guided by the following principles:

### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender, gender identity, gender fluidity or gender neutrality
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

## **Principle 2: We recognise, respect and celebrate difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account and celebrate differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men and those who see themselves as non-binary, gender neutral or gender fluid are recognised and celebrated
- religion, belief or faith background
- sexual identity.

## **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men and for individuals identifying as gender neutral/fluid/non-binary and an absence of sexual and homophobic harassment.

## **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, gender, national origin or national status.

## **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.
- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- people of all gender identities.

## **Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- people of all gender identities
- With people whatever their sexual identity

## **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- people of all gender identities
- people, whatever their sexual identity.

## **The Curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

## **Ethos and organisation**

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and achievement
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

## **Addressing prejudice and prejudice-related bullying**

Green Corridor is opposed to all forms of prejudice that stand in the way of fulfilling the legal duties referred to above:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in our Staff Handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Information and resources**

We ensure that the content of this policy is known to all staff and Trustees and, as appropriate, to all learners and their parents and carers.

All staff and Trustees have access to a selection of resources that discuss and explain concepts of equality, diversity and inclusion in appropriate detail.

### **Religious observance**

We respect the religious beliefs and practice of all staff, learners and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of policy**

Breaches of this policy will be dealt with in the same ways that breaches of other GC policies are dealt with, as determined by the CEO and Board of Trustees.

### **Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status and gender.