

Accessible Education Provision for Neurodivergent Children
through graduated interventions and academic support



*An organisation that aims to improve every child's life
by being closer to nature,
providing equality in learning
and promoting well-being*

EQUALITY AND DIVERSITY POLICY FOR RAW LEARNING

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1. Introduction

At Raw Learning, we consider it extremely important to respect people's rights and value their differences.

We are committed to providing all our pupils with an educational experience that provides equality of opportunity and freedom from discrimination.

We are committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes.

2. Aims and Objectives

Raw Learning aims to meet its obligations under the Public Sector Equality Duty and have due regard to [The Equality Act 2010](#) by:

- Eliminating unlawful discrimination, harassment, victimisation or any other behaviour that is unlawful.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

We aim to ensure that:

- we do not discriminate against anyone on the grounds of their sex, sexual orientation, race, colour, religion, nationality, ethnic or national origins;
- all employees are treated fairly and with dignity and respect regardless of their employment status;
- we value the contribution made by all employees to the work of Raw Learning;
- we promote the principles of fairness and justice for all through the education we provide in our setting;
- we constantly strive to remove any forms of indirect discrimination that may form barriers to learning;
- our recruitment, employment and training systems are fair to all and provide opportunities for everyone to achieve;
- we immediately challenge stereotyping and prejudice whenever it occurs;
- we celebrate the cultural diversity of our community and show respect for all minority groups;

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- we promote positive social attitudes and respect for all by providing positive educational experiences and support for each individual's point of view to improve low self-image and ignorance, which can lead to prejudice and stereotyping;
- due attention is paid to the selection, recruitment, training and development process to ensure that candidates are selected for their aptitude and ability;
- we create a culture where discrimination, harassment, bullying and victimisation is totally unacceptable and immediately challenged;
- any problems are dealt with quickly, thoroughly and confidentially (*See also: Whistle Blowing Policy*)

3. Policy Statement

The Equality Act 2010 came into effect in October 2010. Legislation developed over the past 40 years was consolidated into a single Act and the law to support the country's progress on equality was strengthened. It is unlawful to discriminate against people with 'protected characteristics' which it lists as:

- age
- marriage and civil partnership
- sex
- disability
- race
- sexual orientation
- gender reassignment
- religion or belief (or lack thereof)
- pregnancy and maternity.

This policy aims to set out how facilitators at Raw Learning will eliminate discrimination and prejudice whenever or wherever it may arise.

4. Roles and Responsibilities

It is the responsibility of the Director of Raw Learning, Rachel King, to:

- ensure that all facilitators are aware of, follow and implement our Equality and Diversity Policy;
- promote knowledge and understanding of the equality objectives amongst facilitators and pupils;
- monitor the success in achieving the objectives.

It is the responsibility of all facilitators to:

- read and understand the policy and contribute to its ongoing implementation and development;
- work to achieve the objectives set out in Section 2;
- ensure they treat all pupils fairly, equally and with respect and that they do not discriminate against any child;
- ensure material selected for use with pupils is not sexist or racist in nature, and that it provides positive images of ethnic minorities and challenges stereotypical images of minority groups;
- respect the beliefs of each individual, both facilitators and pupils;
- report inappropriate behaviour immediately.

5. Barriers to Equality

The term '**equality**' means that everyone should be treated fairly; everyone has individual needs and they have the right to have their needs respected.

The term '**diversity**' embraces the idea that our background, knowledge, skills, aptitudes and experiences are all different and that these differences should be valued and appreciated.

There are several barriers to equality:

- **Prejudice** – this is when we prejudge a person or group of people without any prior knowledge of them.
- **Stereotyping** – this is when we assume a person or a group of people have certain behaviours or attitudes that a 'type' of person is expected to exhibit.
- **Unfair discrimination** – this is where a person or a group of people is treated less favourably than another based on their colour, ethnic origin or nationality, gender, age, disability, sexual orientation, religion or belief or marital status.

The main types of discrimination are:

- **Direct discrimination** – this is where someone is treated less favourably than another person because of a protected characteristic they have or are thought to have ('perceptive' discrimination), or because they associate with someone who has a protected characteristic ('associative' discrimination).
- **Indirect discrimination** – this is where a condition of employment may indirectly discriminate against another person (e.g. a uniform with a short skirt would discriminate against women whose religion states they should dress modestly), and is unlawful whether it is intentional or not, unless it can be fully justified (e.g. the employer has considered other, less discriminatory alternatives in order to achieve a legitimate aim).
- **Victimisation** – this is where someone is singled out for exploitation or unfair treatment because of something they have or are suspected of doing (e.g. an employee is treated badly because they have supported a complaint or raised a grievance under the Equality Act).
- **Harassment** – the law defines this as: *"unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual."*

6. Eliminating Discrimination

Raw Learning is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

We have put into place policies and procedures to help us in carrying out these obligations, and these are conveyed to all facilitators and parents. These include:

- Removing or minimizing disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities).
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities which are part of the Raw Learning provision.

New facilitators receive training about their responsibility to follow and implement our Equality and Diversity Policy as part of their Induction process. (See also *Policies on: Anti-Bullying, Behaviour, Code of Conduct, Safeguarding Children, Safer Recruitment*) Facilitators also receive refresher training, which includes any updates to the Policy, annually.

Tackling Discrimination:

We consider bullying and harassment on account of a person's race, gender, disability or sexual orientation totally unacceptable and this will not be tolerated within the school environment. Parents are signposted to our Behaviour and Anti-Bullying policies as part of the induction process when their child starts at Raw Learning.

Facilitators are expected to deal with discriminatory incidents as they occur. They are expected to know how to identify and challenge prejudice and stereotyping. They should support the full range of diverse needs according to each pupil's individual circumstances.

Anti-Racism:

It is the right of every pupil to receive the best education we can provide. We do not tolerate any forms of racism or racist behaviour, and we will immediately challenge such behaviour should it occur.

Any incidents of racism, homophobia, harassment or bullying are dealt with by the facilitator present and are escalated to the Safeguarding Lead if and where necessary.

We promote an understanding of different cultures through topics and literature, reflecting the attitudes, values and respect we have for minority groups.

We provide support to anyone at our school who experiences or is a victim of racism to help them to overcome any difficulties they may have.

All of our pupils are encouraged to reach their full potential, regardless of race or background.

Gender Equality:

We are committed to ensuring that all of our facilitators, pupils, parents/carers and visitors are treated equally, regardless of gender. A person's gender does not affect their treatment in any of Raw Learning's procedures, practices or aspects of school life.

We will not tolerate any harassment of people based on their gender or transgender status, and the dignity and privacy of transgender people will be protected by our procedures and practices.

We endeavor to use images which show positive attitudes relating to gender. We will challenge gender stereotyping and promote positive role models. Relationships between boys and girls are developed and encouraged through PHSCE lessons and across the curriculum to promote mutual respect and understanding.

Disability Equality:

We recognise that disability is not caused by an individual, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole. At Raw Learning we seek to:

- promote equality of opportunity between disabled persons and other persons;
- eliminate discrimination that is unlawful under the Act;
- eliminate harassment of disabled persons that is related to their disabilities;
- promote positive attitudes towards disabled persons;
- encourage a disabled person to participate in public life;
- take steps to take account of disabled persons' disabilities.

Social relationships between able and disabled pupils will be developed and encouraged to promote mutual respect and understanding through PHSCE lessons and across the curriculum. We will not tolerate harassment of disabled people with any form of impairment, and any such incidents are immediately challenged and dealt with.

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Facilitators expect every pupil to reach their potential regardless of ability or disability and are supported to do so.

7. Fostering Good Relations

We, here at Raw Learning, 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 a range of religions and cultures through different aspects of our curriculum.

8. Monitoring

It is the responsibility of the Director of Raw Learning to monitor the effectiveness of our Equality and Diversity Policy by:

- Monitoring the facilitators appointment process, so that no-one applying for a post at this school is discriminated against.
- Taking into serious consideration any complaints regarding equal opportunity issues from parents/carers, facilitators or pupils.
- Ensuring facilitators and parents/carers are aware of Raw Learning's Whistle Blowing Policy if they feel their complaint is not being dealt with appropriately.
- Ensuring this document is reviewed annually and that all facilitators and pupils are given the opportunity to contribute to this process.

9. Links with other Policies

This document links to the following Raw Learning policies:

- Anti-Bullying
- Behaviour
- Code of Conduct
- Safeguarding Children
- Safer Recruitment
- Whistle Blowing

This policy was adopted by	Raw Learning
On	17 th August 2022
Date to be reviewed	16 th August 2023
Signed on behalf of the provider	<i>Rachel King</i>
Name of signatory	Rachel King
Role of signatory	Director