Curriculum Policy

IWYS SINGLE EQUALITY POLICY

Approved by:	Charmaine Baines	**Date: October 2026**
Next review due by:	October 2027	

Policy: Single Equality

1. Statement of Principles

This equality policy outlines the commitment of the staff and pupils of IWYS - Alternative Provision to ensure that equality of opportunity is available to all members of our Provision.

For our school, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the Provision community. These include:

• Pupils
• Staff
• Parents/carers
• Multi-agency staff linked to the Provision
• Visitors to Provision
• Students on placement

We believe that equality at our Provision should permeate all aspects of Provision life and is the responsibility of every member of the Provision and wider community. Every member of the Provision community should feel safe, secure, valued and of equal worth.

At IWYS - Alternative Provision, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

2. IWYS Alternative Provision in Context

We can accommodate up to 20 students

- Our largest ethnicity groups are white British and mixed heritage
- Our staff reflects our multicultural diversity.
- Amongst the children and teaching staff, there are a number of disabilities identified – these have the appropriate care plans in place.
- There is accessible wheelchair access to users and people who rely on crutches or walking frames. We make any necessary adjustments when we have visitors with a disability
- The computer screen scan be adapted for words to be enlarged
- We have a small number of CLA children.

3. Ethos and Atmosphere

At IWYS - Alternative Provision, the leadership of the Provision will demonstrate mutual respect between all members of the Provision community.

- There is an openness of atmosphere which welcomes everyone to our Provision.
- All within the Provision community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the Provision with friendliness and respect based on our Provision values.
- The displays around the Provision are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- IWYS Alternative Provision is made to cater for the spiritual needs of all the children through planning of classroom based and externally based activities wherever possible.

4. Policy Development

This policy applies to the whole Provision community. It has been drawn up because of the outcomes of a transparent process.

5. Monitoring and Review

IWYS - Alternative Provision is inclusive, working towards greater equality in the whole Provision community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil his or her potential.
We collect and analyse a range of equality information for our pupils/students. A range of data is collected for all pupils and is analysed by ethnicity, disability, gender and free Provision meals. Data includes: attainment data, attendance data, exclusions, complaints of bullying and harassment and involvement with extended learning opportunities.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through our Provision. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. Dual placement schools receive regular updates on pupil performance information. As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental involvement

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required and appropriate action to meet the needs of specific groups in order to make necessary improvements.

IWYS - Alternative Provision is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce that is representative of all sections of our community. We collect and analyse a range of profile information for our staff.

The person responsible for the monitoring and evaluation of the policy and action plan at IWYS - Alternative Provision is currently the Charmaine Baines – Director/Head of Provision. Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions.
- Work with the governing body on matters relating to equality.
- Support evaluation activities that moderate the impact and success of this policy

6. Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach their highest. level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse Society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the whole curriculum covers issues of equality and diversity.
- All subject leaders', where appropriate, promote and celebrate the contribution of different cultures to the subject matter.
- Seek to involve all parents in supporting their child’s education.
- Provide educational visits and extended learning opportunities that involve all pupil groups.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Identify resources and training that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children’s achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the Provision will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The Provision places a high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- The Provision provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the Provision to ensure that effective learning takes place at all stages for all pupil.
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At IWYS - Alternative Provision we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity. Examples of this are: our use of art projects, from a range of cultures, black history lessons;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality. These occur particularly through PHSE, class discussions, 1-2-1and in Literacy lessons.
- Steps are taken to ensure that all pupils have access to maths and English as compulsory by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

Resources and Materials

The provision of good quality resources and materials within IWYS - Alternative Provision is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society.
- Reflect a variety of viewpoints.
- Show positive images of males and females in society.
- Include non-stereotypical images of all groups in a global context.
- Be accessible to all members of Provision community.

Language

We recognise that it is important at IWYS - Alternative Provision that all members of the Provision community use appropriate language which: .

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self-esteem.
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.
- Provision for future Bi-lingual Pupils Our aim at IWYS - Alternative Provision is to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum.

These groups include:

- Pupils for whom English is an additional language.
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning Personal Development and Pastoral Guidance
- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations) Dream, believe, achieve
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the Provision to ensure that different groups of pupils can see themselves reflected in the Provision community.
- Emphasis is placed on the value that diversity brings to the Provision community rather than the challenges.

Staffing and Staff Development

- We recognise the need for positive role models and distribution of responsibility among staff.
- This must include pupils' access to a balance of male and female staff at all key stages where possible.
- We encourage the career development and aspirations of all Provision staff.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds.

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process. At least one member of the interview panel has undertaken the Safer Recruitment Training.

- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment procedures are reviewed regularly to check conformity with legislation and impact In addition, if there are instances in which a job will qualify for a genuine occupational qualification on the grounds of gender, then only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

- We will work with parents/carers to help all pupils to achieve their potential.
- All parents/carers are encouraged to participate in the full life of our Provision.
- Setting up, as part of our Provisions' commitment to equality and diversity, a group made up of all stakeholders of the Provision community. This has been/will be developed to support the Provision with matters related to its equalities duties
- Members of the local community are encouraged to join in Provision activities.
- Exploring the possibility of the Provision having a role to play in supporting new and settled communities.
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7. Roles and Responsibilities

- The head of provision will ensure that the IWYS complies with statutory requirements in respect of this policy and our action plan.
- The Head of provision is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training.
- The Head of provision has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in our Provision, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the Provision community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the Provision adhere to our commitment to equality.

8. Commissioning and Procurement

IWYS - Alternative Provision will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

9. The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

10. Publishing the Policy and Plan

The policy will be available on the IWYS Alternative Provision website.

11. Annual Review of Progress

We will report annually on our progress within this policy. Taking this single equality approach, we will incorporate all requirements into one annual action plan report which meets the requirements of the new legislation. This policy has a life span of three years and therefore we will review and revise this scheme as part of a three-year cycle.

12. Equality Impact Assessments

Undertaking equality impact assessments (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people. EIAs were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion and belief, and sexual orientation as part of this process.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.