

Rose Education Provision



Equalities and Cohesion Policy
August 2025

1. Introduction and Principles

Schools have a statutory general duty to promote equality. This plan sets out how Rose Education Provision will work to promote equality. The plan addresses our duties under the Equality Act 2010.

Rose Education Provision believes the promotion of community cohesion and equality of opportunity should be at the heart of all its work and aspirations.

Our key aims are,

- ***Equity and excellence*** – to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- ***Teaching, learning and curriculum*** – helping young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.
- ***Engagement and extended services*** – to provide reasonable means for children, young people, parents/carers and their friends and families to interact with people from different cultural and religious backgrounds and build positive relations, including: links with different schools and communities; the provision of extended services; and opportunities for students, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

In fulfilling the above and our legal obligations, we are guided by seven principles.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they have a disability
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender
- whatever their sexual orientation

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities do not discriminate, but differentiate, as appropriate, taking into account 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, women and men are recognised and that a young person's gender preference is acknowledged and respected.
- Sexual orientation, so that a young person's sexual orientation is acknowledged and respected.

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 nondisabled 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 an absence of sexual harassment
- mutual respect and good relations regardless of a person's sexual and/or gender orientation.

Principle 4: Staff recruitment, retention and development

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 have a disability
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender
- whatever their sexuality and/or gender orientation

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

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

- disabled and able-bodied people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- people of different sexual orientations and/or gender identities

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as able-bodied people
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- people of different sexual orientations and/or gender identities

Principle 7: Society as a whole should benefit

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

- disabled people as well as able-bodied people
- people of a wide range of ethnic, cultural and religious backgrounds
- women and men, girls and boys
- people of different sexuality and/or gender orientations

Ethos and organisation

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

- learners' progress and achievement
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment and professional development
- care, guidance and support
- child protection
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with other schools
- accessibility

The curriculum

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

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling its legal duties:

- 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, refugees and people seeking asylum
- prejudices reflecting sexism, homophobia, biphobia and transphobia

2. Roles and responsibilities

1. All staff are expected to be role models of best practice in equality.
2. The Head of school is responsible for implementing the 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 unlawful discrimination.
3. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
4. The Head of school has responsibility for ensuring that the buildings and grounds meet the needs of staff and students.
5. All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - identify and challenge bias and stereotyping in the curriculum
 - support students in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.

3. Information and resources

We ensure that the content of this policy is known to all staff and volunteers as appropriate, to all students and parents.

All staff have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

This policy should be read in conjunction with the accessibility plan.

4. Religious observance

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

5. Staff development and training

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

6. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other college policies are dealt with, as determined by the Head of school

7. Monitoring and evaluation

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 relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity and gender.

8. Disclosure process and complaints

In the first place, please contact Sheree Curtis(Head of school and DSL) who will try to resolve your concerns. If there is no resolution, you will be advised of the Complaints procedure. If a complaint is made regarding equality or inclusion, the Complaints process will be fairly and systematically applied.

Author:	Miss Sheree Curtis (Head of school)		
Date:	August 2025		
Signed:	<i>S. Curtis</i>	Date of next review:	August 2026