



EQUALITY AND DIVERSITY POLICY

Overview

Through our recruitment, admissions, curriculum, extra-curricular activities, teaching and learning, TLE Independent School will promote equality and diversity. We will ensure that we meet the needs of our pupils that have an Education, Health and Care Plan of Special Educational Needs for Social, Emotional and Mental Health (SEMH) learning difficulties, as stated within our Admissions Policy. As an employer and an educator, we are aware that there are protected characteristics, as defined in the Equality Act (2010), that will not be discriminated against.

Definitions

- Equality is the principle of equal treatment for all people, irrespective of their protected characteristics.
- Diversity is the practice or quality of including or involving people, irrespective of their protected characteristics.
- Protected characteristics, as referenced in the Equality Act (2010), describes an individual's qualities that makes them the person that they are. These include:
 - Age
 - Disability
 - Gender reassignment status
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual Orientation

Objectives

We have several objectives for all associated with TLEIS to adhere to:

1. To understand that there are protected characteristics that cannot and will not be discriminated against, directly or indirectly, by an associate of our school.
2. To identify any areas of concern, particular for Parents/Carers and Pupils, and have steps in place to ensure that we are reducing these concerns as efficiently and effectively as possible.
3. To help and encourage all to achieve their full potential.
4. To value the positions of citizens from different cultures, religions, and backgrounds and what they bring to both the school and British society.
5. To show tolerance and mutual respect for the choices and inherited characteristics that people may have.

6. To have an up-to-date Health and Safety Policy that supports the unique medical conditions of all associates of TLEIS.
7. To have a Recruitment Policy that respects everyone that has a right to work in the United Kingdom.

We have an array of strategies to support these objectives:

Strategies

1. The school will encourage both group and personal discussions that contain both cultural and political issues and ensure that students tolerate and respect opposing or contrasting views.
2. The school will promote for all associates of TLEIS to understand the protected characteristics, defined within the Equality Act (2010), and what equates to discrimination.
3. The school will encourage associates of TLEIS to overcome social and cultural barriers to achieve acceptable ambitions.
4. The school will use the Tracker to monitor the progress of pupils with different characteristics, to identify and address any trends.
5. The school will regularly review the Health and Safety Policy to ensure that it caters for any disabilities that associates may have and be open-minded to adjusting to cater for their needs. It is essential that these adjustments are financially viable, and the school will explore funding opportunities to support any reasonable adjustments.
6. The school will have a written accessibility strategy to increase the extent to which disabled pupils can participate in the schools' curriculum, use the schools' facilities and to improve the delivery of the schools' curriculum to disabled pupils.
7. The school will support the education of all their students by utilising funding to provide auxiliary aids and accessible formats to ensure each student utilises the education they receive.
8. The school will annually review the Recruitment Policy to ensure that it is up to date with the most recent government guidance.

Outcomes

These strategies will allow all associated with TLEIS to develop a clear understanding of discrimination and those who are most vulnerable to it. This will ensure that any issues will be addressed efficiently and effectively. These strategies will ensure that TLEIS adheres to its duty of adjusting cater for the physical and mental needs of its associates, whether they are students or guardians.

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