

Contents:

1. Statement of intent
2. About our policies
3. Roles and Responsibilities
4. Protected Characteristics
5. Advancing Equality of Opportunity
6. Fostering Good Relations
7. Eliminating Discrimination
8. Monitoring
9. Equality Objectives

1. Statement of intent

Wider Ambition is committed to equality in both employment and education provision. We recognise our responsibility to eliminate discrimination, harassment, and victimisation, and aim to ensure that all students, parents, governors, employees, and contractors are treated fairly and with respect.

We promote equality of opportunity and encourage good relationships, tolerance and understanding.

No person should receive less favourable treatment because of any of the protected characteristics listed in the Equality Act 2010.

2. About our policies

- 2.1. Our policies have been developed to comply with all relevant legislation and associated guidance. Policies will be updated periodically as necessary.
- 2.2. Our policies are inter-related and are intended to be read, understood and used collectively.
- 2.3. All staff and governors are expected to be familiar with and abide by our policies.

- 2.4. The School Administrator is responsible for ensuring volunteers and visitors are familiar with any policies which are relevant to their involvement and for taking reasonable steps to ensure compliance.
- 2.5. By accepting and maintaining a placement at a Wider Ambition setting, parents agree to support the ethos and policies. Parents are able to access these documents via the website, or by emailing the School Administrator.
- 2.6. The Headteacher is responsible for ensuring policies are implemented fairly, effectively, and consistently in each setting.
- 2.7. The Headteacher is responsible for identifying any training needs in relation to our policies. The School Administrator is responsible for arranging the required training. All staff are expected to engage in continuous learning and ongoing training appropriate to their roles.
- 2.8. The effectiveness of our policies and their implementation is monitored by the Governing Body. Unless otherwise stated, the Governing Body reviews each policy annually.
- 2.9. The Governing Bodies for Wider Ambition settings are provided by Governing for Ambition, an independent community interest company. The Governing Body uses its expertise to monitor the performance of each setting and to advise the Proprietor of any recommended actions. Responsibilities assigned to the Governing Body are limited to these advisory and accountability functions.
- 2.10. Wider Ambition Ltd is a subsidiary of Wider Plan Ltd. References to the Proprietor mean a Director of Wider Ambition or a senior representative from Wider Plan with delegated authority.
- 2.11. The Senior Leadership Team (SLT) includes the Headteacher, Proprietor, Pastoral Lead, Curriculum and Assessment Lead, and any member of staff to whom responsibility is temporarily delegated by the Headteacher or Proprietor.
- 2.12. All references to parents within our policies should be interpreted to include parent carers

3. Roles and Responsibilities

- 3.1. The Headteacher will ensure that the objectives as set out in this policy are published and communicated throughout the school, including to staff, students, and parents.
- 3.2. The Headteacher is responsible for monitoring equality issues and liaising with the Governing Body.

4. Protected Characteristics Under the Equality Act 2010

- 4.1. Age
- 4.2. Disability
- 4.3. Gender reassignment
- 4.4. Marriage and civil partnership
- 4.5. Pregnancy or maternity
- 4.6. Race
- 4.7. Religion or belief
- 4.8. Sex
- 4.9. Sexual orientation.

5. Advancing Equality of Opportunity

- 5.1. Wider Ambition works proactively to minimise disadvantages suffered by people as a result of protected characteristics. This includes making reasonable adjustments to allow all disabled students, staff, parents, and visitors to access Wider Ambition, even where this may be interpreted as treating them more favourably than others.
- 5.2. Students who meet our admissions criteria will not be denied admission to a Wider Ambition setting on the basis of a protected characteristic, except if it would be detrimental to their wellbeing or the wellbeing of another student to admit them and to make the provision appropriate would place an unreasonable burden on the school.
- 5.3. The Wider Ambition curriculum and enrichment opportunities are designed and their delivery is differentiated to afford all students the opportunity to access to the entire curriculum and all enrichment opportunities regardless of protected characteristics.
- 5.4. Methods of communication used by Wider Ambition reflect and accommodate the diversity of the school community.
- 5.5. Recruitment literature for staff does not imply a preference for one group of applicants unless there is a genuine occupational qualification which limits the post to this particular group, in which case this is clearly stated.

- 5.6. All employees are provided with training and development opportunities with the aim of enabling them to progress within the organisation and to enjoy a varied and fulfilling working life. Staff will be provided with appropriate training regardless of any protected characteristic or their contract status. All members of staff are encouraged to discuss their training needs with the Headteacher or HR.
- 5.7. Wider Ambition will consider adjustments in light of their impact on the school environment, the routines and wellbeing of staff and students, and their cost when determining whether they are reasonable.

6. Fostering Good Relations

- 6.1. Wider Ambition encourages its students and staff to understand the value of diversity and show tolerance and respect for others within their community through its curriculum, staff induction and CPD.
- 6.2. Wider Ambition offers students a secure environment in which to explore their own culture and identity alongside those of their peers, enabling them to develop self-esteem, a positive self-identity, and respect for other people, which helps them feel positive about differences.
- 6.3. Resources are made available to students which reflect and celebrate diversity. This may include contributions from external speakers with protected characteristics and offsite visits to cultural sites.
- 6.4. Initiatives are implemented through teaching sessions and staff training to overcome any tensions between different groups of people within Wider Ambition.

7. Eliminating Discrimination

- 7.1. Staff and Governors are regularly reminded of their responsibilities under the Equality Act through the staff induction process and ongoing training.
- 7.2. Complaints of discrimination, victimisation, bullying or harassment will be taken seriously, and dealt with promptly, fairly, and thoroughly.
- 7.3. Behaviour taking place at events outside of normal school hours where individuals can be identified as representing or associated with Wider Ambition, e.g. training events or off-site educational visits, that could be interpreted as discriminatory may be subject to investigation if it is considered to have a link with Wider Ambition.

- 7.4. Any person concerned about discrimination, victimisation, bullying, or harassment related to Wider Ambition is encouraged to bring the matter to the attention of the Headteacher in the first instance. If the issue cannot be raised with the Headteacher, it should be raised with the Proprietor or HR. Staff grievance procedures will be followed where applicable.
- 7.5. Wider Ambition aims to promote an open and supporting environment for all. Staff are encouraged and students supported to make it clear if others' conduct or comments are offensive to them. Staff must challenge or report any inappropriate behaviour.
- 7.6. Any individual who witnesses an act of discrimination, victimisation, bullying or harassment against a student, member of staff, parent, or visitor should report this to a member of the Senior Leadership Team at the first opportunity. Wider Ambition understands that it may be difficult for witnesses to discrimination, victimisation, bullying or harassment to speak out against such actions and will take steps to ensure that anyone who comes forward as a witness, acting in good faith, will be supported by the Headteacher and Wider Ambition without fear of reprisal. Witnesses may be required to give evidence to an investigating officer, where appropriate.
- 7.7. The Senior Leadership team should be made aware of any problem developing at an early stage and take prompt corrective action to ensure that the situation is resolved in a conciliatory and effective manner. They should also be responsive to and manage the concerns of the person who is being complained about.
- 7.8. Any complaints or allegations of discrimination, victimisation, bullying, or harassment made by or against Wider Ambition employees, will be addressed through Grievance or Disciplinary Procedures and the Managing Concerns About and Allegations of Abuse Against Staff Policy as applicable.
- 7.9. Any complaints or allegations of discrimination, victimisation, bullying, or harassment made by or against Wider Ambition students, will be treated seriously and investigated and addressed in line with the Behaviour Policy.

8. Monitoring

- 8.1. Wider Ambition's Accessibility Plan is regularly updated to ensure the accessibility of its premises, curriculum, and information to those with protected characteristics.
- 8.2. Wider Ambition ensures it has due regard to equality considerations whenever significant decisions are made and always considers the impact of significant decisions on particular groups.

9. Equality Objectives

- 9.1. To monitor and promote the involvement of all groups of students in all relevant areas of Wider Ambition, including extra-curricular activities.
- 9.2. To further improve and maintain accessibility across the premises for students, staff, and visitors with disabilities.
- 9.3. To train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.
- 9.4. To encourage the participation and engagement of different groups of parents and communities.