

# Community-Ed Person Centred learning

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Policy holder	Andrew McGovern
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## **Positive Outcomes for All**

### **INTRODUCTION**

Community-Ed is committed to equality for children, parents/carers and staff. We will not discriminate against anyone on the grounds of their ability, racial or ethnic origin, gender, religious beliefs or disabilities.

Community-Ed welcomes its duty not to be discriminatory in its practices. The care for each child is central to our service aims and provision. The service curriculum and social-emotional education are enhanced through our ethos and delivery. The PSHE learning promotes understanding and respect for differences of gender, race, religion, age, ability and disability and social disadvantage, sexual orientation or any other personal characteristics.

### **Aims**

1. To endeavour to ensure that all children have equal access to a broad and balanced programme differentiated to individual needs.
2. To ensure that all staff set an example by demonstrating positive, non-discriminatory behaviour in their interactions with each other and with the children.
3. To respect the cultural and ethnic diversity of children, parents/carers and staff, welcoming the enrichment to the environment this brings and to foster positive attitudes towards our multi-cultural society.
4. To recognise and value differing cultures, customs and beliefs within the teaching of PSHE, and life skills to teach tolerance of others' ideas and values.
5. To ensure every child is given an equal opportunity to experience success appropriate to their ability through carefully planned and differentiated activities.
6. To make use of opportunities within the service to increase religious awareness and tolerance and forge links with the wider community to promote understanding and respect for others.

### **Managing Equality in Practice**

1. Having an Admissions Policy that clearly states our policy on equal opportunities.

2. We will make every effort to ensure that no child, parent or member of staff is disadvantaged as a result of their disability in line with our responsibility under the Equality Act 2010: 'reasonable' adjustments are made to overcome a factor that puts a disabled child, parent or staff member at a disadvantage.

Accessibility arrangements are regularly reviewed under the Special Education Needs and Disability Act 2001 and the latest SEN Code of Practice. The Accessibility plan ensures that we will meet the needs of students that need adaptations to access our service.

3. Discriminatory language and behaviour and other acts of intolerance are not accepted (see Behaviour, Anti Bullying and PSHE Policies).
4. The service recognises the value of children having male and female role models. However, vacant posts are always filled by the best applicant, irrespective of gender. Both men and women are encouraged to work with all age groups and each key stage. All staff have equal access to in-service training and posts of responsibility.
5. The continuing development of our community and the equality of opportunity on which it is based, requires the co-operation and commitment of all concerned and we trust that all parents/carers will wish to give their full support to our service in this vital aspect of its life.
6. The service will promote positive images and role models to avoid prejudice and raise awareness of related issues.
7. The service has clear policies and procedures for supporting children identified as having specific learning difficulties. EHCP plans are adhered to by all staff, and individual living and learning plans are prepared for those students that require additional support to enable them to make effective progress. Equality of Opportunity will be reflected in all practices.

## **Language**

Community Ed views linguistic diversity positively. Children and staff must feel that their natural language is valued and creates the conditions for all people to develop

their self-esteem. Staff will use the correct terminology when referring to particular groups of people or individuals.

### **Resources**

Our service aims to provide a wide range of good quality resources to provide for the needs of all students, irrespective of sex, ability, or ethnic origin. Resources are chosen to reflect positive images of males and females in society, including those with disabilities. All resources are equally accessible to all members of the service.

### **Parents/Carers**

Our service is committed to working closely with parents/carers and, when appropriate with other agencies. We will introduce and communicate the equal opportunities policy to parents/carers through Community Ed's website. In addition, copies of our policies are available for all parents/carers on request.

### **Delivery**

Equality of opportunity permeates the whole delivery and this is reviewed regularly. It is the policy of this service to provide equal access to all activities.

### **Children**

It is the right of every child irrespective of race, culture, class, gender, special need or ability to achieve their full potential. Each child should have access to an education which will enable him/her to utilise their talents to the full and achieve their potential.

### **Staff**

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children and young people. They will endeavour to establish an atmosphere within our service which promotes tolerance and raises self-esteem so that all children and young people can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability and prepares them for life in a society which reflects and values cultural and ethnic variety.

### **Monitoring and Review**

This policy will be used as guidance by all staff, monitored by the Service Manager and reviewed in line with the Governors agreed policy schedule.