

TLC LIVE Equality Policy

'No one is born hating another person because of the colour of his skin, or his background or his religion.' Nelson Mandela

Legal framework:

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights and accept our responsibility to ensure that all children are treated equally and with respect as outlined in Article 2, UN Convention on the Rights of the Child, 1989 and the Human Rights Act 1998.

We accept our duty under the Counter Terrorism and Security Act 2015 to encourage children to promote equality and to prevent children from developing extremist views that are contrary to British values.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Revised by Josh Blackburn -September 2023

Next review: September 2024

Principle 1: All learners are of equal value.

At TLC we see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

We recognise that treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of 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, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Revised by Josh Blackburn -September 2023

Next review: September 2024

At TLC we intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled 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, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Revised by Josh Blackburn -September 2023

Next review: September 2024

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

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

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- gay as well as straight people

Principle 6: We consult and involve widely.

At TLC we engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. For example

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- girls and boys, women and men
- gay as well as straight people

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:

Revised by Josh Blackburn -September 2023

Next review: September 2024

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- gay as well as straight people.

Principle 8: We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

- We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).
- The objectives which we identify take into account national and local priorities and issues, as appropriate.
- Our equality objectives are regularly reviewed and integrated into the school improvement plan (SIP), The Disability Equality Action Plan, (DSAP) The Rights Respecting School Plan.

A. The curriculum

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

Revised by Josh Blackburn -September 2023

Next review: September 2024

B. Ethos and organisation

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

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians

C. Addressing prejudice and preventing extremism

The organisation is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

Revised by Josh Blackburn -September 2023

Next review: September 2024

As a Rights respecting organisation, TLC encourages children to show respect and tolerance towards different cultures, faiths and beliefs and to appreciate British values. We recognise the importance of actively promoting equality.

Any prejudice, discrimination or extremist behaviour, including derogatory language, displayed by pupils or staff will be recorded in the TLC Behaviour Log.

When pupils are displaying one of the above, TLC teachers are asked to contact head office, via the TLC LIVE chat function. A member of head office will enter the online classroom and support the teacher, take over the lesson, or find an alternative teacher – depending on whether the TLC teacher wishes to continue with the lesson.

Head office will contact the school, parent or carer to discuss the behaviour of the pupil and see if there's anything we can do to help.

Action may include changing one of the following:

- tutor
- time of lessons
- number of lessons

D. Roles and responsibilities

The senior management team is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given

Revised by Josh Blackburn -September 2023

Next review: September 2024

appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff at TLC are expected to:

- promote an inclusive and collaborative ethos in their online classroom (ie group lessons such as EAL)
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

E. Information and resources

We ensure that the content of this policy is known to all TLC staff.

F. Religious observance

We respect the religious beliefs and practice of all staff and pupils and comply with reasonable requests relating to religious observance and practice.

G. Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development.

Revised by Josh Blackburn -September 2023

Next review: September 2024

H. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other TLC policies are dealt with, as determined by the senior management team.

I. Monitoring and review

We monitor all lesson feedback from teachers and students in relation to the implementation of this policy, and make adjustments as appropriate.