

**Equality information and objectives statement**

At BTEC we ensure that everyone is treated fairly and without prejudice.

**Introduction**

Our approach to equality is based on the following key principles

All learners are 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 and whatever their sexual orientation.

We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential

We work to raise standards for all pupils, but especially for the most vulnerable.

**What we are doing to eliminate discrimination, harassment and victimisation**

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services. We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers. The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We 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. We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure

We actively promote equality and diversity though our programmes and by creating an environment which champions respect for all. Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

BTEC challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

– prejudices around disability and special educational needs

– prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum

– prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

We treat all bullying incidents equally seriously.

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, for example:

– disabled and non-disabled people

– people of different ethnic, cultural and religious backgrounds

– girls and boys

We ensure equality of access for all pupils to a broad and balanced programme, removing barriers to participation where necessary.

**Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils

**What we are doing to foster good relations**

* We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
* We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across our bespoke programmes
* We use materials and resources that reflect the diversity of the population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
* We promote a whole community ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
* We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
* We include the contribution of different cultures to world history and that promote positive images of people
* We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences

Our Equality Objectives are:

* All pupils to make progress in English and mathematics
* All pupils can access our programmes through door to door transport
* We focus on transition into new educational placements and post 16 provision
* Timetables and provision which is at each pupils pace and is bespoke to their needs and potential

**Roles and Responsibilities**

We expect all members of BTEC to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

***Directors***

The Directors are responsible for ensuring that BTEC complies with legislation, and that this policy is implemented.

***Mentors and Support staff will:***

* promote an inclusive and collaborative ethos in their programme delivery
* challenge prejudice and discrimination
* deal fairly and professionally with any prejudice-related incidents that may occur
* plan and deliver sessions that reflect our principles, for example, in providing materials that give positive images in terms of race, gender and disability
* maintain the highest expectations of success for all pupils
* support different groups of pupils through differentiated and bespoke programmes
* keep up-to-date with equalities legislation relevant to their work



Kelly Brooke - Director

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Restart is a programme delivered by Brooke Taylor Education Consultancy Ltd

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