

Diversity and Inclusion Policy

In this policy the term 'student' is used as a catch-all term for the children and young people that are under our care and education.

Evermore Education recognises the importance of promoting diversity and inclusion within our work. We recognise that this is particularly important as we work with children with a wide range of neuro-diversities, and we will always strive to champion diversity and inclusion in all forms including, but not limited to, those laid out in this policy.

Staff receive training on inclusion and diversity as a part of the induction process. This includes training on direct and indirect discrimination, harassment and victimisation.

This policy includes information about Equality, British Values, Prevent, English as an additional language (EAL) and Special Educational Needs and Disabilities (SEND).

We will make sure that we actively promote equality of opportunity and anti-discriminatory practices for all students. We will ensure that we treat all students with equal concern and respect.

Procedures

We recognise and welcome all legislation and existing codes of practice produced by appropriate commissions, for example The Equality Act 2010, Children Acts 1989 & 2006 and the Special Educational Needs and Disability Act 2014

- We value and respect the different racial origins, religions, cultures and languages in a multi-ethnic society so that each student and staff member is valued as an individual without racial or gender stereotyping. We will also not discriminate against students on the grounds of disability, sexual orientation, age, class, family status or HIV/Aids status.
- We recognise and adhere to the guidance surrounding protected characteristics laid out in the Equalities act 2010. These protected characteristics are age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation.

- We provide equal chances for each student to learn and develop to their full potential taking into account each child's age and stage of development, gender, ethnicity, home language and ability.
- We challenge racist and discriminatory remarks, attitudes and behaviour from the students in our care and other adults. We follow up any incidents of discrimination using our inclusion and safeguarding policies as a starting point.
- We aim to recognise our own beliefs and prejudices (e.g. unconscious bias) and seek to overcome them with the support of staff inductions and continued staff development training.
- We will always strive to help students to feel good about themselves and others by celebrating the differences which make us all unique.
- We are committed to continual reflection on practice and as a team aim to increase our knowledge around equalities issues.

Working with parents and carers

We see parents/carers as an important resource within the setting especially in terms of information about their own child. We work alongside them from the very beginning using the home visits as a way to find out their views and ideas. We aim to continue the communication throughout their time at Evermore Education.

We use Google docs and email to communicate with and involve parents in the student's learning. A link is provided to view the students' lesson reports prior to starting tuition.

When possible, we provide resources in other languages for parents/carers.

We convey information about our inclusion practice with parents by sharing it on the website.

Staff

The named Inclusion lead is Dianne Farrugia, however all staff and tutors share responsibility to ensure a fully inclusive service. To enable this, staff and neurodiversity educators are briefed on our Inclusion Policy and its implementation into practice during their induction and are provided regular training opportunities.

At Evermore Education, we try to find out accurate information about students and their families, their lifestyles and their beliefs using the home visit/initial induction as a starting point for discussion with families.

Staff and self-employed educators are expected to:

- Treat all students equally regardless of the protected characteristics mentioned in the Equalities Act 2010.
- Be aware that those around you, including students, may have hidden disabilities.
- Understand and behave in accordance with commitment to antiracism, detailed in this policy.
- Avoid making assumptions about others based on their gender, ethnicity or national origin. If you are talking with your pupils about their family heritage or where they grew up, consider whether the questions you ask could make them feel different, out of place, or as though they don't belong. For example, avoid asking "Where are you from originally?" or "Where are you really from?"
- Ask students how their name is pronounced if you're not sure, rather than guessing or using a shortened version.
- Recognise that students may come from a range of cultural backgrounds and may speak English as an additional language.
- Treat others fairly and in accordance with Equal Opportunities. You should not exclude anyone on the grounds of race, colour, ethnic or national origin, religious belief, gender, marital status, sexual orientation, age or disability.
- Be aware that students may also have differences in how they communicate. Students may not always understand the meaning of slang terms or idioms. Always check that students understand what you've said and be prepared to explain unfamiliar phrases.
- Respect the preferred pronouns and gender identity of other tutors, staff and students. If you're not sure how someone identifies, you can always say: "My pronouns are: [she/her, they/them, he/him]. What pronouns do you use?" or "May I check that I am using the right pronouns for you?" If you aren't sure how to use someone's pronouns correctly and would like some examples, ask the Inclusion Lead (name and email) for guidance.
- Report any comments or behaviours that are discriminatory, harassing, offensive or otherwise unwelcome to senior leadership. If you don't feel comfortable sharing this with the Inclusion Lead, please email Gemma or Dianne at evermoreeducationuk@gmail.com
- We provide clear concise information in written and/or spoken form. This begins from the very first phone call or email received. We also endeavour to find out which way of communicating is most satisfactory for the new family.
- If desired, we would provide translated documents for parents who have English as a second language or large print for a parent/carer with impaired vision.

- We base our admission policy on a fair system. We never discriminate against a student or family or prevent entry to our setting on the basis of colour, ability, ethnicity, religion, or social background, such as a member of a travelling community or an asylum seeker.

The Prevent Duty

has regard to the Prevent Duty 2015. This runs in conjunction with our Safeguarding Policy. The Designated Safeguarding Leads (Gemma White and Dianne Farrugia) has oversight of this.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the Equality Act 2010.

This policy was reviewed July 2024 by Gemma White and Dianne Farrugia.