Equality in School

Little Acorns School

Growth Learning Therapies

Approved by:	Advisory Board	**Date:** January 2026
Last reviewed on:	August 2026	
Next review due by:	August 2027	

AIMS:

This policy is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics' the protected characteristics in respect of the pupils are:

• Disability • Gender reassignment • Pregnancy and maternity • Race • Religion or belief • Sex • Sexual orientation

Equality of opportunity at Little Acorns School means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community; pupils, staff, parents, carers and staff at Little Acorns Therapeutic Community.

The core values and ethos of the Equality Policy are:

1. To prepare pupils for life in a diverse society and world.

2. To meet the diverse needs of the pupils.

3. To ensure that an inclusive ethos is established and maintained.

4. To make Little Acorns School a place where everyone, irrespective of their race, colour, ethnic or national origin or citizenship, background feels welcomed and valued.

5. To respect and value linguistic, cultural and religious diversity in the community.

6. To develop each pupil's sense of personal and cultural identity and to encourage pupils to be confident, open to change, receptive and respectful towards other identities.

7. To acknowledge the existence of prejudice, and be proactive in tackling and eliminating discrimination.

8. To ensure that issues related to equality and prejudice are recognised across all areas of school activity.

9. To ensure that equality is an integral part of all planning and decision making within the school.

LEADERSHIP AND MANAGEMENT:

1. All school policies reflect a commitment to equal opportunities.

2. The governing body and school leaders set a clear ethos, which reflects the commitment to equality for all members of the school's community.

3. Little Acorns School promotes positive and proactive approaches to valuing and respecting diversity.

4. The Leadership Team work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.

Statutory Requirements:

The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the 'protected characteristics' that qualify for protection from discrimination as:

• Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and maternity • Race • Religion or belief • Sex and • Sexual orientation

There are some exemptions from this legislation in situations where the essential nature of a job calls for a man, woman or person from a religion or racial group. The Leadership Team would not normally seek to use exemptions from the above acts.

The School will..

- Give sympathetic consideration for requests for time off or for religious observance from staff who are active members if religions or beliefs, although such time off will be unpaid and will be considered only subject to the operational requirements of the school.

- Wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment, including terms and conditions of employment, to help overcome practical difficulties created by applicants and members of staff who have a disability.

- Acknowledges these areas of regulation and confirms its commitment to enforce these statutory requirements in the school.

Advertising of vacancies:

Vacancies will be advertised openly, using the Kent Teach website.

All decisions relating to appointments or promotions will be conducted in accordance with the following principles:

- A detailed job profile will be drawn up which accurately describes the duties of the post.

- An objective and sufficiently detailed person specification will be defined from the job profile.

- Job profiles, person specification and the selection criteria will be available to all candidates.

- Shortlisting will be carried out against the selection criteria and a written record retained of the assessment of each candidate.

- Selection decisions will be made against the agreed criteria and no other criteria will be used.

- Reasonable adjustments will be made to the recruitment and selection process where necessary to ensure that people with disabilities are enabled to compete for appointments in the school.

Harassment and Grievance Procedures:

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms, including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed towards them or harassment because of perception or association.

Little Acorns School is committed to the principles of dignity at work for its entire staff in the school. This includes the right to be treated with respect by all managers and colleagues.

Little Acorns will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

Curriculum:

1. The curriculum builds on pupils starting points and is differentiated appropriately to ensure the inclusion of:

• Boys and girls • Pupils learning English as an additional language
• Pupils from ethnic minority groups • Pupils who are looked after by the Local Authority (all pupils)• Pupils who are at risk of disaffection and exclusion

2. Wherever possible, the curriculum in planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

3. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Teaching and Learning:

1. Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.

2. All pupils have access to a curriculum that attempts to best meet individual needs subject to normal timetabling and resource restrictions.

3. Teaching is responsive to pupils' different learning styles and takes into account of pupils' cultural backgrounds and linguistic needs.

4. Teachers take positive steps to include all groups or individuals.

5. Teachers recognise the importance of displays and resources as a way of communicating with all school users and ensure they represent, promote, inform, support and celebrate all sections of the academy and wider community without bias, discrimination or stereotyping.