



# **Horizons Therapeutic Education Trust**

## **Equality Policy**

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## **Document Version**

Document Version	Document Author/Owner	Role
1.0	Emma Grosvenor	Head of Provision

## **Document Governance**








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## POLICY STATEMENT

The provision recognises the benefits of working with individuals who value one another and the different contributions everyone can make. Pupils are taught to value and respect each other. Therapeutic Education recognises and accepts its responsibilities under the law (set out in the UK Equality Act 2010) and opposes discrimination on the basis of:

-  Disability
-  Gender
-  Gender reassignment
-  Pregnancy and maternity
-  Race
-  Religion or belief (including a lack of religion or belief)
-  Sexual orientation










Therapeutic Education also opposes all bullying and discrimination on the basis that the person has a special educational need or learning difficulty or because English is an additional language or because of their medical status such as that an individual is HIV positive.

Therapeutic Education aims to ensure that all policies and procedures conform with the principle of equal opportunities and comply with the public sector equality duty set out in Section 149 of the Equality Act 2010. Therapeutic Education will tackle inappropriate attitudes and practices through staff leading by example, through cross-curricular approach, through a supportive school culture and through the Learning Centre's policies and procedures. This equality policy is consistent with all Therapeutic Education's policies.

## SCOPE OF THE POLICY

This policy applies to all members of the provision community.

We aim to:



-  Prepare all pupils for life in a pluralist society as we promote British values in a positive and inclusive way.
-  Respond to the educational needs of individuals and their varied backgrounds and remove or help to overcome barriers for pupils where they already exist.
-  Promote attitudes and values which enable the Learning Centre community to recognize the work of every individual.
-  Challenge racism, prejudice and bias in all its forms.
-  Remove practices and procedures which intentionally or not have the effect of being discriminating.
-  Take reasonable steps to avoid putting disabled people at a substantial disadvantage (the reasonable adjustments duty).
-  Foster mutual tolerance and positive attitudes so everyone can feel valued, including all those who identify as LGBTQ+.
-  Value all cultures, religions and languages, and draw on the diversity they offer for curriculum enrichment.
-  Ensure that all Therapeutic Education pupils, staff, teaching and non - teaching, together with trustees, carers and parents are involved in developing this cross- curricular dimension.

## ADMISSIONS







Therapeutic Education accepts applications from and admits pupils irrespective of their race, disability, sexual orientation, religion or belief or special educational needs and will not discriminate on these grounds in the terms in which a place is offered. Therapeutic Education will treat all applications in a fair, open-minded way. Every application will be considered on its merits.

## EDUCATION FOR DIVERSITY

Therapeutic Education seeks to prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, and ethnic origins.

-  All pupils will have equal access to all benefits, services, facilities, classes and subjects, including all sports, subject only to considerations of safety and welfare.
-  Therapeutic Education will not discriminate against any pupil by excluding them from the provision or subject them to any punishment on the grounds of race, disability, sexual orientation, religion or belief or special educational needs. We aim for all our pupils to reach the highest levels of personal achievement.

To do this we will:

-  Take account of the achievements of all pupils when planning for future learning and setting challenging targets.
-  Use materials that reflect the diversity of the Learning Centre.
-  Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
-  Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
-  All pupils are encouraged to work and play freely subject to considerations of safety and welfare. Pupils are encouraged to question assumptions and stereotypes.
-  Therapeutic Education will not tolerate bullying or cyberbullying for any reason (see Counter Bullying Policy).

## DISABILITY AND SPECIAL EDUCATIONAL NEEDS

Through its commitment to offering equality of opportunity to all pupils, the provision's development plan, schemes of work, learning environment and teaching strategies should contribute to providing an appropriately individual curriculum for all its pupils, including those with Special Educational Needs and Disabilities (SEND).

We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of Therapeutic Education and we will not treat a member of Therapeutic Education less favourably on these grounds without justification.

The Learning Centre has an accessibility plan, which is reviewed annually.

To see details of the SEND policy and its implementation - see SEND policy document.





## RESPONSIBILITIES

All members of the Therapeutic Education's community are expected to comply with this policy and therefore to treat others with dignity at all times without regard to their gender, marital/civil partnership status, race, disability, sexual orientation, gender re-assignment, religion, belief or age.

The Trustees have overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination.

The Trustees have delegated to the Head of Provision the day-to-day responsibility for implementing the policy and ensuring its accessibility, availability, maintenance and review. The Senior Leadership Team is responsible for ensuring that appropriate arrangements to monitor the performance of potentially disadvantaged pupils are in place.

## LINKED POLICIES

-  HTET Admissions Policy
-  HTET SEND Policy
-  Accessibility Plan
-  HTET Counter Bullying Policy