

# VOYAGE LEARNING CAMPUS



## EQUALITY, DIVERSITY AND INCLUSION POLICY

This policy has been adopted by the Management Committee on:

Date adopted: 2<sup>nd</sup> October 2025

Signed:

A handwritten signature in black ink, appearing to be "D. J.", is written over a horizontal line.

Next review due: Annually

## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values, such as honesty, community, determination and kindness.

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

## 3. Roles and responsibilities

The Management Committee will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the principal

- Meet with the principal every two term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
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The principal will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures.
- Making students aware of our Relationship and Behaviour policy and anti-bullying policy.
- Holding assemblies dealing with relevant issues. We will also invite external speakers to contribute.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality objectives**

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen September 2026 to be our deadline for this.

### **Objective 1**

**By July 2026, all of our staff will have had the opportunity and tools provided to know how to effectively respond to prejudice-related bullying, as shown in the annual staff survey.**

#### **Why we have chosen this objective:**

Prejudice-related bullying can have a significant negative impact on school culture, student well-being, and their ability to fulfil their potential. Ensuring our staff are equipped to recognize and respond to such incidents fosters a more inclusive, safe, and supportive environment for everyone. This objective aligns with our commitment to diversity, equity, and inclusion, and helps us uphold our values.

#### **To achieve this objective, we plan to:**

- Deliver targeted training sessions focused on identifying and addressing prejudice-related bullying.
- Develop clear reporting and support protocols to empower staff to take action.
- Provide ongoing resources, such as workshops, guides, and expert talks, to maintain awareness.
- Foster open communication channels that encourage staff to share concerns and experiences.

#### **Progress we are making towards this objective:**

We have successfully run various INSET training workshops, every academic year since 2021.

- Feedback from participants indicates increased confidence in recognizing bullying behaviours.
- We have strengthened reporting procedures which has have communicated across teams.
- We hold meetings and briefings to proactively address any issues that may arise

### **9. Monitoring arrangements**

The Principal will update the equality information we publish, [described in sections 4 to 6 above], at least every year.

School-specific equality objectives will be reviewed by the principal at least every 4 years.

This document will be reviewed by the Principal annually, to ensure continued compliance with the PSED.

This document will be approved by Management Committee.

### **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- SEN information report
- SEND policy
- Relationship and Behaviour Policy
- Anti-Bullying Policy