

CLEARSPACE LEARNING LTD

EQUALITY & DIVERSITY POLICY

Company Registration:	15950890
Policy Owner:	Stuart Knox (Director)
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1. POLICY STATEMENT

Clearspace Learning is committed to promoting equality of opportunity and eliminating discrimination in all aspects of our work. We value diversity and believe that everyone has the right to be treated with dignity and respect, regardless of their protected characteristics or personal circumstances.

We recognise that students accessing alternative provision often face multiple disadvantages and discrimination. We are committed to creating an inclusive environment where all children and young people can thrive.

Our Commitment:

- Promote equality and challenge discrimination
- Create an inclusive and welcoming environment
- Make reasonable adjustments to meet individual needs
- Celebrate diversity and difference
- Challenge stereotypes and prejudice
- Ensure fair access to high-quality provision

2. LEGAL FRAMEWORK

This policy complies with:

- Equality Act 2010 (Protected Characteristics)
- Human Rights Act 1998
- Children and Families Act 2014 (SEND)
- Education Act 1996
- UN Convention on the Rights of the Child
- Public Sector Equality Duty (we have regard to it when working for public bodies)

3. PROTECTED CHARACTERISTICS

Under the Equality Act 2010, it is unlawful to discriminate against anyone on the basis of:

- Age
- Disability (including physical, sensory, learning disabilities, mental health conditions, long-term health conditions)
- Gender reassignment (transgender identity)
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including colour, nationality, ethnic or national origin)
- Religion or belief (including lack of belief)
- Sex (male/female)
- Sexual orientation (heterosexual, homosexual, bisexual)

We are committed to preventing:

- Direct discrimination – treating someone less favourably because of a protected characteristic
- Indirect discrimination – policies or practices that disadvantage certain groups
- Harassment – unwanted conduct related to a protected characteristic
- Victimisation – treating someone badly because they've complained about discrimination

4. OUR APPROACH TO EQUALITY

4.1 Student Access and Participation

All students have equal right to:

- Access Clearspace Learning provision
- Participate fully in all activities
- Be treated with dignity and respect
- Have their needs recognised and met
- Challenge discrimination

We do not:

- Turn away students based on protected characteristics
- Make assumptions about what students can or cannot do
- Apply stereotypes or generalisations
- Discriminate in how we deliver provision

4.2 Individual Needs and Reasonable Adjustments

We recognise that equality means:

- Treating people differently to ensure fairness
- Making reasonable adjustments for disabled students
- Differentiating provision to meet individual needs
- Recognising intersectionality (multiple identities and disadvantages)

Reasonable adjustments include:

- Adapting teaching methods and materials
- Modifying the environment (sensory, physical)
- Providing additional time or support
- Using alternative communication methods
- Adjusting routines and expectations
- Providing assistive technology or equipment

The "beautiful chaos" approach inherently supports diverse needs through:

- Child-led exploration (follows student interests and strengths)
- Flexible, hands-on learning (multiple access points)
- Accepting neurodivergence and difference
- Valuing diverse contributions

4.3 Cultural Sensitivity and Inclusion

We respect and value:

- Different cultural backgrounds and practices
- Diverse family structures
- Various faith traditions and beliefs
- Different languages and communication styles
- Gender identities and expressions
- Varied lived experiences

We ensure:

- Resources and materials reflect diversity
- Cultural and religious observances are respected
- Dietary requirements are accommodated

- Appropriate language and terminology are used
- Families feel welcomed and valued
- Students see themselves represented

5. CHALLENGING DISCRIMINATION AND PREJUDICE

5.1 Language and Behaviour

Unacceptable behaviour includes:

- Use of discriminatory, derogatory, or offensive language
- Racist, sexist, homophobic, transphobic, or ableist remarks or "jokes"
- Bullying or harassment based on protected characteristics
- Exclusion or isolation based on difference
- Stereotyping or making assumptions about individuals or groups

All incidents are:

- Taken seriously, not dismissed as "banter"
- Addressed promptly and appropriately
- Recorded and reported
- Used as learning opportunities
- Followed up to ensure resolution

5.2 Educating About Equality

We actively promote equality through:

- Discussing diversity and difference positively
- Challenging stereotypes when they arise
- Modelling inclusive language and behaviour
- Celebrating diversity in our activities
- Encouraging empathy and perspective-taking
- Using real-world examples that reflect diverse lives

Age-appropriate conversations about protected characteristics and discrimination are part of personal and social development.

5.3 Responding to Discriminatory Incidents

If discrimination occurs:

Immediate Response:

- Stop the behaviour or language
- Make clear it is unacceptable
- Ensure the targeted person is supported
- Address the incident calmly but firmly

Follow-Up:

- Record the incident (see Incident Form)
- Inform parents/carers of all involved
- Notify the referring school/LA
- Educational conversation with the person responsible
- Restorative work if appropriate
- Monitor for further incidents

Serious or repeated incidents:

- Detailed investigation
- Safeguarding concerns considered (if hatred or targeting)
- Behaviour support plan reviewed
- May affect continued provision if pattern persists despite intervention

6. SPECIFIC EQUALITY STRANDS

6.1 Special Educational Needs and Disability (SEND)

All students accessing Clearspace Learning have or are at risk of SEND.

We ensure:

- Students are not disadvantaged by their disabilities or learning needs
- Reasonable adjustments are always made
- We focus on strengths, not deficits
- We challenge ableism and assumptions about capability
- We use neurodiversity-affirming approaches
- We involve students in decisions about their support

We recognise:

- The social model of disability (barriers are societal, not inherent to the person)
- Intersectionality (students may face disability discrimination alongside other forms)
- Mental health as disability (anxiety, trauma responses, etc.)
- Hidden disabilities (not all disabilities are visible)

6.2 Race and Ethnicity

We ensure:

- Students from all racial and ethnic backgrounds are welcomed and valued
- Racist language or behaviour is challenged immediately
- Cultural backgrounds are respected and celebrated
- We avoid stereotypes and assumptions
- Resources reflect diverse racial and ethnic representation
- We recognise that some students experience racism alongside other discrimination

We are aware of:

- Disproportionality in exclusions (Black Caribbean boys significantly overrepresented)
- Cultural differences in communication and family engagement
- Potential language barriers
- Immigration status sensitivities (no student excluded due to immigration issues)

6.3 Gender and Gender Identity

We ensure:

- All genders are treated equally and fairly
- Sexist language or behaviour is challenged
- Gender stereotypes are not reinforced
- Transgender and non-binary students are supported and respected
- Preferred names and pronouns are used
- Activities are inclusive of all genders

We recognise:

- Diverse gender identities and expressions
- The right to privacy regarding gender identity
- Potential vulnerability of trans and non-binary young people
- Importance of supporting students exploring their gender identity

6.4 Sexual Orientation

We ensure:

- LGBTQ+ students feel safe and accepted
- Homophobic, biphobic, or transphobic language is challenged
- Same-sex families and relationships are recognised and valued
- We use inclusive language (partner, not boyfriend/girlfriend)
- Students are not assumed to be heterosexual

We recognise:

- Sexual orientation is a protected characteristic

- LGBTQ+ young people experience higher rates of mental health difficulties and bullying
- Students may be exploring their identity

6.5 Religion and Belief

We ensure:

- All faiths and beliefs (including non-belief) are respected
- Religious observances are accommodated where possible
- Dietary requirements are met
- Religious clothing or symbols are respected
- No student is discriminated against for their religion or lack of

We recognise:

- Diverse faith traditions and practices
- Importance of religious identity for some families
- Potential discrimination faced by some faith groups (e.g., Islamophobia)
- Atheist and agnostic beliefs are equally protected

6.6 Socioeconomic Disadvantage

While not a protected characteristic, we recognise:

- Many students accessing alternative provision come from economically disadvantaged backgrounds
- Poverty should never be a barrier to accessing provision
- We are sensitive to financial pressures on families
- We do not make assumptions about resources or home circumstances

We ensure:

- No student is disadvantaged by lack of resources
- No activities require significant expenditure from families
- We provide necessary equipment and materials
- We are sensitive in discussions about money, holidays, possessions

7. RECRUITMENT AND EMPLOYMENT (FUTURE)

When Clearspace Learning employs staff or engages associates:

We will:

- Recruit on merit, skills, and suitability
- Ensure job descriptions and person specifications are non-discriminatory
- Use diverse advertising channels
- Conduct fair, consistent interviews
- Make reasonable adjustments for disabled applicants
- Not ask discriminatory questions
- Keep recruitment records demonstrating fairness

We will not:

- Discriminate based on protected characteristics
- Ask about personal circumstances irrelevant to the role
- Make assumptions about capability based on characteristics

8. WORKING WITH FAMILIES

8.1 Family Diversity

We recognise and value diverse family structures:

- Single parents
- Same-sex parents
- Foster and adoptive families
- Kinship care (grandparents, other relatives)

- Looked-after children
- Separated or divorced parents
- Blended families
- Multiple guardians or co-parenting

We ensure:

- All families are treated with equal respect
- Forms and language are inclusive
- We clarify who has parental responsibility
- We communicate with all relevant adults (as appropriate)
- No assumptions about family structure

8.2 Cultural Competence

We strive for cultural competence:

- Learning about students' cultural backgrounds
- Respecting different parenting approaches and values
- Recognising diverse communication styles
- Being open to learning and adapting
- Acknowledging our own cultural lens and potential biases

We do not:

- Make assumptions about families based on stereotypes
- Impose our cultural values as "correct"
- Dismiss cultural practices we don't understand
- Treat any culture as inferior or superior

9. ACCESSIBILITY

9.1 Physical Accessibility

We ensure provision is physically accessible:

- Venues chosen with accessibility in mind
- Reasonable adjustments made for mobility needs
- Alternative arrangements if venues inaccessible
- Equipment and materials accessible to all

The mobile learning hub approach enables us to bring provision to students, reducing accessibility barriers.

9.2 Communication Accessibility

We ensure communication is accessible:

- Plain language, avoiding jargon
- Information in formats that work for families (written, verbal, visual)
- Translation services accessed if needed
- Alternative communication methods for students (AAC, visual supports)
- Time given to process information

9.3 Digital Accessibility

For online provision:

- Accessible platforms used
- Captioning available where possible
- Screen reader compatibility
- Clear visual and audio quality
- Alternatives offered if technology barriers exist

10. COMPLAINTS

If anyone believes they have experienced discrimination:

Students or families should:

1. Raise concerns with Stuart Knox directly
2. If unresolved or inappropriate to raise with Stuart, contact the referring school or commissioning local authority, or the Governance and Advisory Panel (see Complaints Policy)
3. Use the Complaints Policy procedures
4. Contact the Equality and Human Rights Commission (EHRC) if needed

We will:

- Take all complaints seriously
- Investigate thoroughly and impartially
- Take action to address discrimination
- Learn from complaints to improve practice
- Protect complainants from victimisation

11. MONITORING AND REVIEW

11.1 Equality Monitoring

We monitor:

- Student characteristics (with consent, for equality monitoring only)
- Access to provision across different groups
- Outcomes and progress
- Incidents of discrimination
- Complaints related to equality

Data is used to:

- Identify any inequalities or patterns
- Target support and interventions
- Improve inclusive practice
- Demonstrate commitment to equality

11.2 Policy Review

This policy will be:

- Reviewed annually
- Updated in response to incidents, complaints, or legislative changes
- Shared with commissioning schools and families
- Evaluated for effectiveness

12. RELATED POLICIES

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Management Policy
- SEND Policy
- Anti-Bullying Policy
- Complaints Policy
- Referrals Policy

13. FURTHER INFORMATION AND SUPPORT

Equality and Human Rights Commission (EHRC)

www.equalityhumanrights.com

Helpline: 0808 800 0082

Stonewall (LGBTQ+ equality)

www.stonewall.org.uk

Race Equality Foundation

www.raceequalityfoundation.org.uk

Disability Rights UK

www.disabilityrightsuk.org

Government Equality Office

www.gov.uk/government/organisations/government-equalities-office

Date/Time of Incident:**Location:****Person(s) Involved:**

Reporting Person: Stuart Knox

Type of Discrimination (tick all that apply):

- ☐ Race/ethnicity
- ☐ Religion/belief
- ☐ Disability
- ☐ Gender
- ☐ Gender identity
- ☐ Sexual orientation
- ☐ Age
- ☐ Other:

Details of Incident:

(What happened? What was said or done?)

Impact on Individual(s):**Immediate Action Taken:****Follow-Up Actions:**

- ☐ Discussion with person responsible
- ☐ Restorative work
- ☐ Parents/carers informed
- ☐ School/LA notified
- ☐ Behaviour plan reviewed
- ☐ Further monitoring

Outcome:

Signature: _____ Date: _____

POLICY APPROVAL

This policy has been approved by:

Stuart Knox

Director, Clearspace Learning Ltd

Date: November 2025 (updated October 2026)

Next Review: October 2027

Company Registration: 15950890

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End of Policy