



EQUALITY POLICY FOR STUDENTS, PARENTS AND CARERS

Date of approval by the Trust Board	25 March 2026
Review cycle	3 years or earlier if: <ul style="list-style-type: none">• legislative changes occur• monitoring identifies concerns• schools request revisions

LOVE, SOCIAL JUSTICE, COMMUNITY, FLOURISH

Alternative Learning Trust

Diversity, Equity, Inclusion and Justice Mission Statement

At Alternative Learning Trust we believe that every individual deserves to be seen, heard, and valued. Guided by our core values of love, social justice, community, and flourish, we are committed to creating learning environments where diversity is celebrated, equity is ensured, inclusion is intentional, and justice is pursued.

We strive to:

- **Champion Diversity** by honouring the unique identities, experiences, and abilities of every learner and staff member.

We are relational – love

- **Advance Equity** by removing barriers and providing fair access to opportunities, resources, and support for all.

We see our children and families - flourish

- **Foster Inclusion** by cultivating a culture of belonging where everyone feels respected, empowered, and safe.

We are community

- **Promote Justice** by challenging systemic inequities and advocating for practices that uphold fairness and dignity.

We are a voice – social justice

Through collaboration with families, communities, and partners, we aim to create spaces where every child and adult can flourish, unlocking their full potential and contributing meaningfully to society.

Vision

Alternative Learning Trust (“the Trust”) is committed to improving outcomes for the most disadvantaged children and their families within our education communities. Our work is grounded in four core values:

- Love – person-centred practice rooted in empathy, compassion, and care.
- Flourishing – high expectations for all, supporting purpose, fulfilment, and achievement.
- Social Justice – fairness, human rights, celebration of diversity, and proactive equality monitoring and intervention.
- Community – strengthening shared purpose, positive action, and local engagement.

Every individual within the Trust is valued and respected. All curriculum, practices and procedures are designed to combat disadvantage and promote equality of opportunity. Equality does not mean treating everyone the same; it means recognising and responding to each individual’s needs.

All members of the Trust community — including staff, students, parents, carers, Governors, Trustees, and visitors — are expected to uphold behaviours that demonstrate respect, understanding, and tolerance. The Trust will challenge prejudice, harassment, and discrimination wherever it occurs.

This policy sets out our commitment to equality in relation to students, parents and carers. Separate policies address our duties as an employer and as a public body.

Legal Framework

This policy is underpinned by the Equality Act 2010, which protects individuals against discrimination, harassment, and victimisation based on the following nine protected characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

The Trust also fulfils its duties under the Public Sector Equality Duty (PSED), which requires us to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations between those who share a protected characteristic and those who do not.

To comply with the specific duties, the Trust will:

- Publish annual equality information.
- Publish equality objectives at least once every four years

Each school within the Trust will also maintain a statutory Accessibility Plan outlining steps to improve access to the curriculum, environment, and information for disabled pupils.

Commitment to Parents and Carers

Parents and carers are entitled to expect a school environment free from prejudice and intolerance. They will be treated fairly and without discrimination in all interactions with the Trust, including access to information, meetings, school activities, and services.

Parents and carers are encouraged to:

- Support the school's behaviour and equality expectations.
- Share concerns relating to discrimination, safeguarding, or wellbeing.
- Model respectful behaviour towards staff, students, and other families.

The Trust will respond promptly and appropriately to any concerns raised.

Commitment to Students

The Trust is committed to ensuring that no student experiences direct or indirect discrimination. All learners are entitled to fair treatment, respect, and full participation in school life.

Individual Entitlement

Each student will:

- Be treated as an individual with unique needs, strengths, and aspirations.
- Access a curriculum appropriate to their abilities, with differentiated expectations and support where required.
- Receive teaching that develops key skills including literacy, numeracy, ICT, study skills, and social development.
- Have access to suitable learning resources and meaningful homework.
- Be encouraged to pursue subjects and future pathways based on personal interest and aptitude, free from stereotypes.
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Disability and Special Educational Needs

The Trust will:

- Fulfil its anticipatory duty to make reasonable adjustments.
- Provide auxiliary aids and services where needed.
- Identify individual needs early and ensure appropriate interventions.
- Ensure disabled students are not placed at a substantial disadvantage compared with their peers.

Support for Specific Groups

Where appropriate, schools will identify groups of students requiring targeted support, such as:

- Students with special educational needs and/or disabilities.
- Students with English as an additional language.
- Students with low literacy or numeracy attainment.
- Very able students.
- Underachieving boys or girls where gender-related attainment gaps exist.
- Pupils eligible for Pupil Premium funding.

Support may include Individual Action Plans, specialist resources, tailored teaching strategies, small-group work, mentoring, and staff training.

Culture, Faith and Identity

The Trust values the contributions of students from all cultural and faith backgrounds. Schools will create inclusive environments that:

- Recognise and celebrate diversity.
- Prepare students for life in a multi-ethnic, multi-faith society.
- Challenge racism, sexism, homophobia, and other forms of discrimination.

Incidents of discrimination will be treated as serious and addressed promptly.

Implementation, Monitoring and Evaluation

Each school will contribute equality targets to its School Development Plan.

The Trust will monitor the impact of this policy using:

1. Analysis of attainment and progress by gender, ethnicity, Pupil Premium, SEND, and other groups.
2. Evaluation of examination outcomes and effort data.
3. Scrutiny of curriculum access and staffing patterns.
4. Monitoring attendance by student groups.
5. Classroom observation and quality assurance processes.
6. Analysis of exclusions by student groups.
7. Progress against equality objectives and development plan targets.

Findings will inform decision-making, staff training, policy updates, and resource allocation.

Responsibilities

- Trustees ensure compliance with the Equality Act and PSED across all schools.
- Chief Executive Officer/Accounting Officer oversees implementation and annual review of this policy.
- Headteachers and Senior Leaders embed equality in school policies, curriculum and practice.
- Staff promote inclusive practice, challenge discrimination, and model respectful behaviour.
- Students are expected to contribute to a positive, tolerant school community.

Person responsible for updating this policy:

Chief Executive Officer/Accounting Officer

APPENDIX 1

Equality Impact Assessment Questions for schools and the Trust Team.

1. Does the school/team enable all students to achieve their full potential based on individual needs?
2. Which groups of students are underachieving, and why?
3. Do any policies or practices have adverse impacts on students, staff, or parents with protected characteristics?
4. How does the school explain any attainment patterns? Are explanations justified?
5. Do policies include clear aims to reduce inequalities? Do they lead to action?
6. What is being done to support underachieving groups and address barriers?
7. How does the school/team prepare students for life in a diverse society and promote equality?
8. Can actions be linked back to policy aims and targets?
9. Are actions appropriate and effective?
10. Do policies promote equality, prevent discrimination, and foster good relations?
11. Do aims result in effective action?
12. What changes are required to policies, targets or strategies?