Equality, Diversity & Inclusion Policy

1. Rationale

This policy sets out Cadet Vocational College's response to the obligations of The Equality Act 2010, which include having due regard to the statutory and public sector duties. These duties encompass the elimination of unlawful discrimination, the advancement of equality of opportunity, and the requirement to foster good relations. This Policy will apply to all Trustees, full-time, part-time, and temporary staff, as well as learners, visitors, and other stakeholders supporting our training programmes, such as Cadet Services.

Cadet Vocational College complies with regulatory requirements from multiple stakeholders, including OFSTED, Youth Cadet Services, and Awarding Organisations.

Cadet Vocational College is dedicated to offering every learner the opportunity to attain a recognised qualification. We firmly believe that all learners, including those identified as having special educational needs and disabilities, share an equal entitlement to education and the life opportunities it affords. In support of this policy, Cadet Vocational College is committed to assisting all staff and stakeholders in actively engaging with all members of society. Our foundational values at Cadet Vocational College ensure that inclusion is not just a policy but a living principle, one that celebrates diversity and is actively promoted to enhance social cohesion through respect and tolerance.

This policy aligns with our values and describes the way we meet the needs of our learners who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to other factors in their environment.

Our Values:

- Learner focused
- Responsive and flexible
- Inclusive and diverse
- Caring and supportive
- Go the extra mile

Cadet Vocational College is dedicated to nurturing the personal development of each learner. We achieve this by instilling responsibility, boosting self-esteem, being attentive to their needs, and promoting values of respect and tolerance. Our commitment to inclusion drives us to provide a caring, professional, and supportive environment where everyone feels welcome, secure, and valued.

Supported by our stakeholders, the cadet services, parents and other related agencies, we encourage our learners to grow into fulfilled, educated people ready to take on the challenges of life. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We firmly believe that educational inclusion means providing equal opportunities for all learners, regardless of their age, gender, ethnicity, impairment, attainment, or background. We place particular emphasis on addressing the needs and promoting the achievements of various groups of learners:

- Male and female students, including those from minority ethnic and faith groups
- Learners requiring support to acquire English as an additional language (EAL)
- Students with special educational needs
- Learners with disabilities
- Exceptionally talented students compared to their peers
- Any students at risk of disaffection and exclusion

We acknowledge that learner's progress at varying rates, and their achievements can be influenced by factors such as ability, emotional state, age, and maturity. We understand that many learners, at some point, may face challenges that impact their learning, whether short or long term. At Cadet Vocational College, we are committed to identifying these needs as they arise, and to the best of our ability, providing teaching and learning environments that enable each learner to reach their full potential.

Furthermore, we integrate the principles of inclusion into our staffing policies, our relationships with stakeholders and the community. Through our training programmes and the cadet experience, we cultivate awareness and understanding among all learners, ensuring they actively contribute to our inclusive community.

2. Objectives

Cadet Vocational College will:

- Be an inclusive training provider, catering to diverse needs, and working in partnership with stakeholders, involving them at every appropriate stage of their training plans to meet the needs of learners.

- Make equality of opportunity a reality for our learners by providing access to a high-quality, meaningful, and appropriately ambitious and creative curriculum.

- Assess individual needs, encouraging the strengths and interests of our learners while supporting their learning and personal development.

- Provide full access to the curriculum through differentiated planning by the teaching and learning team, as well as other staff as appropriate.

- Ensure that current teaching codes of practice, policies, and procedures are effectively implemented throughout Cadet Vocational College to ensure equality of opportunity for all and to eliminate prejudice and discrimination.

- Continually monitor the progress of all learners to identify needs as they arise and provide support as early as possible.

- Enable learners to progress while equipping them with the basic skills of social independence to meet the demands of life and instil the ethos of lifelong learning.

- Involve learners themselves in the learning journey and in any decision-making that affects them.

- Support all our staff in meeting the needs of individual learners through professional development, sharing good practices, providing resources, and collaborating with external agencies.

We will achieve educational inclusion by continuously challenging and reviewing our practices, asking key questions:

- Do all our learners achieve their maximum potential?
- Are there disparities in the retention/ achievement rates of different learner groups?
- How are we supporting learners who may not be reaching their full potential?
- What methods are we employing to engage parents and other stakeholders, such as VQOs?

3. How do we support inclusion?

Staff ensure that learners:

- Feel secure and understand that their contributions are highly valued
- Appreciate and respect the differences they observe in others
- Take responsibility for their actions
- Utilise materials that reflect a variety of social and cultural backgrounds without resorting to stereotypes
- Experience a common curriculum that accommodates various learning styles
- Are set challenging targets that empower them to achieve success
- Are encouraged to fully participate, irrespective of disabilities or medical needs

Cadet Vocational College supports inclusion through the following actions:

- Designing a curriculum that reflects the diversity of cultures, religions, and races within the cadet service while providing challenging and enriching learning experiences
- Offering support for the development of English, mathematics, and digital skills for all learners
- Regularly tracking learner attainment and promptly addressing any underachievement
- Targeting support from the teaching and learning team
- Implementing interventions to assist learners with learning difficulties
- Focusing on supporting underachieving learners

- Enforcing a consistent behaviour policy that encourages learners to cultivate professional relationships and take responsibility for their actions
- Addressing issues of racism, sexism, and bullying
- Involving parents and other stakeholders through regular informal contact.
- Collaborating with outside agencies and specialists.
- Sharing relevant information about learners, including health issues, with all appropriate staff
- Publicise its Equality and Diversity Policy as widely as possible to include learners, staff and other stakeholders

Cadet Vocational College works actively to challenge the following areas:

Direct Discrimination: Ensuring that no person is treated less favourably than others on the grounds of Race, Age, Disability, Gender Reassignment, Religion or Belief, Sex, Sexual Orientation, Marriage & Civil Partnership, Pregnancy & Maternity/Paternity.

Indirect Discrimination: Ensuring that no criterion, provision or procedure which applies equally to everyone has a disproportionate adverse effect on people from any disadvantages group covered by the protected characteristics in the Equality Act 2010.

Harassment: (including Bullying) Ensuring that no person is subjected to unwelcome or inappropriate behaviour that undermines, demeans, offends, insults or injures them; creates an unpleasant working or learning environment; and / or threatens their job security, promotion prospects or the outcome of their studies.

4. How will we monitor inclusion?

Every staff member is responsible for promoting inclusion. To ensure our success, we will implement the following strategies:

- Regular tracking of learner attainment through target setting and quarterly reporting
- Monitoring and assessment schedule
- Quarterly review of provision management with Senior Management and the teaching and learning team to discuss learners' progress, particularly those receiving interventions
- Annual academic review meetings
- Review of support for English, mathematics, employability, and digital skills
- Lesson mentoring and sharing of best practices
- Engaging in conversations with learners, parents, and other stakeholders
- Monitoring assessment practices, standardisation, and learners' work

5. Identification of learner need

Cadet Vocational College recognises the importance of early identification of learners with Special Educational Needs, disabilities, English as an Additional Language (EAL), or learners of higher ability, and collaborates closely with other professionals already involved with these learners.

6. Differentiated Curriculum Provision

To ensure progress, all learners within the learner journey will undergo a review to identify where reasonable and realistic differentiated curriculum options can be offered.

Differentiation involves modifying learning objectives, teaching styles, and access strategies. These differentiated approaches will be documented in the assessor's plans.

Emphasis on Skills: We prepare learners for their next developmental steps through creative teaching and meaningful connections across subjects, such as teamwork and employability skills.

Widening Participation: We actively promote maximum access to the full range of courses and other educational services for people of all social backgrounds and cultures. This includes monitoring recruitment patterns for courses. In our learner recruitment processes, except where legislation dictates otherwise, students will not be denied access to courses based on age alone.

Inclusive Learning: Offering support to facilitate the progression of individual learners with diverse needs toward successful achievement within the curriculum.

7. Provision Management

Learners are reviewed to determine the additional and extra interventions needed to enable them to make progress. A variety of programmes are used to support learning and behaviour. Parents and stakeholders are informed (when and where appropriate) of the interventions the learner will receive while attending our training programmes.

8. Challenging learners of higher ability

Learners identified as of higher ability are provided for through a differentiated curriculum and are given the ability to work at a faster pace and offered extended stretch and challenge tasks. There are opportunities for the advancement of more able learners through the offering of higher diploma level programmes and appropriate activities provided by the cadet services.

9. Resources

We discuss and plan resources for additional needs and inclusion as needed, ensuring they align with the requirements of Cadet Vocational College and the cadet service. We can also develop specific individual resources when necessary. For instance, the VLE Moodle allows learners to record their answers, and we can provide learner paper-based workbooks with large print when required.

10. Working with Outside Agencies

Cadet Vocational College recognises the value of specialist advice and support from a variety of professional and voluntary services. We also actively welcome and promote partnerships with educational institutions that enhance our learners' opportunities, particularly our more able learners.

Furthermore, Cadet Vocational College collaborates with several external agencies and specialists, including:

- Cadet Services
- Social Services
- Education Welfare Service
- Educational Psychology
- Local Education Authority (LEA) advisors
- We inform parents when and where appropriate if any external agency is involved

11. Trustees and Governance

The trustees will oversee the strategic implementation of this policy and are responsible for ensuring good governance not only for this policy but also for other associated policies. Trustees will have access to inclusion-related data as part of the Self-Assessment Report (SAR). This document will provide a detailed assessment of Cadet Vocational College's performance with respect to the Diversity and Inclusion Policy.

12. Equality Act 2010

The Single Equality Act prohibits Cadet Vocational College from discriminating against learners with disabilities on the grounds of their disability without a justifiable reason. The college's objective is to accommodate learners support across the full spectrum of abilities, and the presence or absence of a special need is not a determining factor in learner selection. Exceptions to this principle may be considered in consultation with parents and professionals involved, if alternative arrangements are deemed more suitable.

13. Working with Parents

When appropriate, parents will have the opportunity to be involved in the learners' educational progress, both informally and formally. Positive parental involvement is a crucial factor in the success of all learners. Parents will be encouraged to express their views, actively participate in decision-making processes, and be a part of their educational journey. Additionally, learners themselves will be provided with opportunities to voice their opinions and provide feedback on their own progress. We recognise that some of our learners are aged 18 and older; therefore, we will assess the individual needs of each learner on a case-by-case basis.

14. Complaints and breaches of the policy

If any stakeholder believes that Cadet Vocational College is not adequately meeting the needs of their learners, they will receive support through the procedures outlined in the Complaints Policy. Stakeholders also have the option to seek assistance from organisations such as Ofsted. You can find more information about Ofsted's complaints procedure at the following link:

Ofsted Complaints Procedure

If there are allegations of staff or learners being in breach of the Equality, Diversity and Inclusion Policy, an investigation will be conducted following established procedures, which may include disciplinary actions when deemed appropriate.

15. Staff development

The Senior Management Team will assess the needs of teaching and support staff, ensuring that continuous professional development (CPD) is provided through external courses and in-house training. Additionally, when planning CPD activities, we will consider the needs of our learners and the specific interests of our staff.

16. Policy Review

This policy will be reviewed as needed to address any changes in Government legislation requirements. In the absence of such changes, the policy will undergo an annual review to evaluate its continued relevance and effectiveness.

The following activities support the policy review process:

- Self-assessment report
- Quality improvement plan
- Staff and learner feedback and data analysis
- Collecting and disseminating good practice

Other related policies:

- Equal opportunities
- Safeguarding
- Reasonable adjustments
- Recruiting learners with integrity
- Recognition of prior learning policy
- AV handbook