



ALTERNATIVE PROVISION

Equality Policy

Approval Date: [January 2026](#)

Revision Due Date: [January 2027](#)

Approved by: [RAISE-AP Educational Directors](#)

Approval Signatures

*RAISE-AP
Directors*

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Introduction

RAISE-AP recognises that an equality duty has three aims and they are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
2. Advance equality of opportunity between people who share a protected characteristic and those who do not
3. Foster good relations between people who have a shared characteristic and those who do not.

The Head of Provision and **RAISE-AP** educational directors review how well we achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief).

RAISE-AP Context

RAISE-AP, a specialist education provider in Eastleigh, Hampshire, supporting young people who have faced challenges in mainstream education.

RAISE-AP support pupils who are 11-16 with bespoke alternative education and recognised qualifications, designed around each young person and their unique strengths, allowing them to thrive, become independent and succeed in pathways that they wish to follow when looking at their next steps in education or the wider workplace.

We cater for young people who have struggled in a mainstream setting and may have:

- Autism spectrum disorder
- Behavioural, emotional and social difficulties
- Educational phobias
- Excluded from other schools / provisions
- Learning disabilities
- Life traumas
- Severe or complex special educational needs

The placement of all our young people will have been authorised by the Local Authority responsible for them.

Guiding Principles

RAISE-AP are guided by seven principles.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status or whichever their gender.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status or whichever their gender

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds o girls and boys, women and men

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled people
- people from a range of ethnic, cultural and religious backgrounds o both women and men, and girls and boys

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
 - people of a wide range of ethnic, cultural and religious backgrounds o both women and men, girls and boys
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Equality Objectives

Improve attainment of disadvantaged pupils, where we strive to close the attainment gap.

Improve attendance so that our EBSA and EBSNA numbers are low. We aim for an attendance of 90% + for all students.

Ensure that staff equalities monitoring is complete and that all data collected is entered on the provision management system and analysed.

Analyse suspension data of any student, especially disadvantaged students.

Raise Values

Our [RAISE-AP values](#) (Resolve, Attitude, Invest, Social Skills and Education) are key in everything we do, specifically with attitudes (modelling and expectations), invest (tailoring setup for our young people) social skills (becoming part of a community) which are linked to our Equality policy.
