Equality Policy

Last reviewed: Friday 20th November 2026

Purpose

The purpose of this policy is to promote equality, diversity, and inclusion in all aspects of Douce France operations, ensuring that children, learners, staff, and volunteers are treated fairly and with respect, and that discrimination, harassment, and inequality are actively prevented.

Scope

This policy applies to:

- All children, learners, staff, teachers and tutors, volunteers, contractors, and visitors.
- All activities organised by Douce France
- Recruitment, admission, and participation in activities.

This policy is written with reference to:

- Keeping Children Safe in Education (KCSIE)
- SEND Code of Practice
- Human Rights Act 1998
- Douce France Code of conduct

Aims

- Promote equality of opportunity and fair treatment for all.
- Prevent discrimination on the basis of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation, or any other protected characteristic under the Equality Act 2010.
- Create an inclusive learning and working environment that values diversity.
- Ensure compliance with statutory and regulatory equality requirements.

Statement on intersectionality

Intersectionality (for example: race + SEND, gender + trauma) involve heightened vulnerability for children and learners and can relate to the following vulnerabilities which we acknowledge as increasing the risk of abuse and discrimination:

- Racially minoritised children or learners
- LGBTQ+ children or learners
- Disabled or neurodivergent children or learners
- Care-experienced or excluded children.

We are committed to creating a welcoming, inclusive and respectful environment for all children and staff at Douce France.
We treat everyone fairly, regardless of their background, abilities or individual needs. We do not accept racism, bullying or discrimination and will address any inappropriate behaviour promptly and appropriately. We adapt our approach to each child's needs, especially children with SEMH and SEND, to ensure everyone feels safe, supported and included.

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Key Principles

- Treat all individuals with dignity, respect, and fairness.
- Encourage a culture of inclusivity and understanding of diversity.
- Remove barriers that might prevent participation or progression.
- Embed equality and diversity considerations into all policies, procedures, and practices.

Procedures

1. **Recruitment and Admissions**
    - All recruitment and admission decisions are based solely on skills, experience, aptitude, and suitability for the role or learning opportunity.
    - Reasonable adjustments are made for children, learners and staff with disabilities or specific needs.

2. **Workplace Practices**
    - Staff and volunteers are treated equitably in all aspects of employment, development, and progression.
    - Bullying, harassment, or discrimination is not tolerated.

3. **Monitoring and Reporting**
    - Equality and diversity outcomes are monitored, including children and learner achievement, engagement, and staff progression.
    - Complaints related to discrimination are addressed in line with the Complaints Procedure.

4. **Training and Awareness**
    - All staff and teachers/ tutors receive training on equality, diversity, and inclusive practice.
    - Children and learners are encouraged to respect diversity and develop awareness of equality issues.

Responding to specific harms

• Racism
• Homophobia or transphobia
• Misogyny
• Disability-related abuse

We will not tolerate any form of racism, homophobia, transphobia, misogyny or disability-related abuse. All such instances will be reported immediately to the DSL. Following this, children and learners will be supported and reassured they have done the right thing in reporting. Emotional support will be provided, and each situation will be monitored in line with our safeguarding procedures.
Families will be informed and the school and local authority will be informed as needed.
Discriminatory incidents are therefore treated as safeguarding concerns.
For perpetrators, restorative approaches, learning, reflection and, as needed, repair will be given following incidents.

Monitoring and Review

- The policy is reviewed annually to ensure effectiveness and compliance with statutory requirements.
- Outcomes of monitoring inform improvements to practice, resources, and staff training.