



# Purple Ruler Equality and Inclusion Policy

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## Policy Statement

At Purple Ruler, we are committed to fostering an environment where every learner feels valued, respected, and empowered to achieve their full potential. Our Equality and Inclusion Policy is grounded in our mission to provide a holistic education that nurtures personal growth, academic achievement, and social responsibility. This policy outlines our commitment to promoting equality, diversity, and inclusion across all aspects of our online education provision, ensuring that every member of our community is treated with dignity and respect.

# Scope

This policy applies to all members of the Purple Ruler community, including learners, staff, parents, carers, and visitors. It encompasses all activities and interactions within our online educational platform and extends to any related events or programmes. The policy covers the following areas:

- Facilitator Recruitment and Learner Admissions
- Curriculum design and delivery
- Assessment and feedback
- Support services
- Staff training and development
- Communication and engagement with parents or guardians, partnered school and other stakeholders
- Behaviour and disciplinary procedures

## Legal Framework

Purple Ruler operates within the legal framework set out by the Equality Act 2010 and other relevant legislation. We are committed to upholding the principles of equality and non-discrimination as prescribed by law. This policy is informed by the following key pieces of legislation:

**Equality Act 2010:** This act provides a comprehensive legal framework to protect individuals from discrimination, harassment, and victimisation based on protected characteristics such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

**Special Educational Needs and Disability Act 2001 (SENDA):** This act ensures that learners with disabilities are provided with the necessary support and reasonable adjustments to access education on an equal footing with their peers.

**Children and Families Act 2014:** This act includes provisions to improve services for children with special educational needs and disabilities, ensuring that their needs are identified and met effectively.

**Human Rights Act 1998:** This act incorporates the European Convention on Human Rights into UK law, guaranteeing fundamental rights and freedoms for all individuals.

Purple Ruler is committed to complying with these and any other relevant legal requirements, ensuring that our policies and practices are aligned with current legislation and best practices in

equality and inclusion. We regularly review and update our policies to reflect any changes in the legal landscape and to continuously improve our provision for all learners and staff.

## Policy Objectives

The Equality and Inclusion Policy at Purple Ruler aims to foster an educational environment that is welcoming, respectful, and conducive to the success of all learners, regardless of their background or circumstances. The specific objectives of this policy are to:

- Ensure that all learners have equal access to educational opportunities, resources, and support services.
- Celebrate diversity within the learning community by recognising and valuing the unique contributions of individuals from different backgrounds.
- Implement proactive measures to prevent discrimination and harassment based on race, gender, disability, sexual orientation, religion, age, or any other protected characteristic.
- Establish clear procedures for reporting and addressing incidents of discrimination and harassment, ensuring that all concerns are taken seriously and dealt with promptly and effectively.
- Develop and deliver a curriculum that reflects the diverse backgrounds and experiences of all learners, promoting a broader understanding of different cultures, perspectives, and histories.
- Employ inclusive teaching practices that accommodate various learning styles and needs, ensuring that all learners can participate fully and benefit from the educational experience.
- Offer tailored support to learners based on learner profile as well as to learners with special educational needs and disabilities (SEND), ensuring that they have the necessary resources and assistance to achieve their full potential.
- Cultivate an organisational culture that prioritises respect, empathy, and inclusivity, encouraging all members of the learning community to treat each other with dignity and understanding.
- Engage in continuous professional development for staff to enhance their understanding of equality and inclusion issues and improve their ability to support diverse learners effectively. Regularly review and assess the effectiveness of the Equality and Inclusion Policy, making adjustments as necessary to address emerging issues and improve outcomes for all learners.
- Collect and analyse data on learner outcomes, participation, and satisfaction to identify any disparities and inform policy development and practice.

# Roles and Responsibilities

Effective implementation of the Equality and Inclusion Policy requires a clear understanding of the roles and responsibilities of all members of the Purple Ruler community. These roles and responsibilities are as follows:

## Director Team

- Provide strategic oversight and ensure that the Equality and Inclusion Policy aligns with the organisation's mission, values, and legal obligations.
- Review and approve policy updates and action plans, ensuring that adequate resources are allocated to support equality and inclusion initiatives.
- Monitor the overall effectiveness of the policy through regular reports and evaluations.

## Senior Managers:

- Lead the development and implementation of the Equality and Inclusion Policy, setting clear expectations and priorities for the organisation.
- Ensure that all staff receive appropriate training and support to fulfil their responsibilities related to equality and inclusion.
- Oversee the collection and analysis of data to monitor progress and inform decision-making.

## Line Managers:

- Act as the primary point of contact for equality and inclusion matters, providing guidance and support to staff, learners, and parents/guardians.
- Develop and implement action plans to address identified issues and promote best practices in equality and inclusion.
- Coordinate training and professional development activities related to equality and inclusion.

## Teaching Staff:

- Integrate principles of equality and inclusion into their teaching practices and interactions with learners, ensuring that all learners feel valued and supported.
- Identify and address any barriers to learning, providing differentiated instruction and support as needed.

- Report any incidents of discrimination or harassment in accordance with the established procedures.

### **Learners:**

- Treat peers, staff, and others with respect and consideration, contributing to a positive and inclusive learning environment.
- Engage actively in educational opportunities and support services provided by the organisation.
- Report any concerns related to equality and inclusion to a trusted staff member or through established reporting channels.

### **Partnered Schools, Parents, Guardians and Other Stakeholders:**

- Support the organisation's commitment to equality and inclusion by reinforcing these values at home and in the community.
- Communicate openly with staff about their child's needs and any concerns related to equality and inclusion.
- Participate in school activities and initiatives that promote a culture of respect and diversity.

## **Inclusive Curriculum Design**

At Purple Ruler, our commitment to equality and inclusion extends to the very core of our educational offerings - the curriculum. We believe that an inclusive curriculum is essential for fostering a learning environment where all learners feel represented, valued, and equipped to succeed. Our approach to curriculum design ensures that diversity is celebrated, different perspectives are explored, and all learners have access to high-quality, relevant, and engaging educational experiences.

### **Key Principles of Inclusive Curriculum Design**

1. Our curriculum incorporates a wide range of perspectives, histories, and contributions from different cultures, ethnicities, genders, abilities, and backgrounds. This ensures that all learners see themselves reflected in what they study.
2. We select texts, case studies, and learning materials that reflect the diversity of our learner community and the world at large. This includes literature, historical accounts, scientific contributions, and artistic works from diverse groups.

3. Recognising that learners have varied learning styles and needs, our curriculum is designed to be flexible and adaptable. This includes differentiated tasks and activities that cater to a range of abilities and interests.
4. We utilise adaptive learning technologies to personalise educational experiences. These tools help us provide targeted support and challenge, ensuring that all learners can engage with the curriculum at an appropriate level.
5. We engage learners by providing multiple ways to participate in learning activities. This includes interactive discussions, hands-on projects, multimedia resources, and collaborative tasks.
6. Key concepts and information are presented in various formats, such as visual, auditory, and kinaesthetic, to accommodate different learning preferences and needs.
7. Learners are given diverse ways to demonstrate their understanding and skills. This includes written assignments, oral presentations, creative projects, and practical applications.
8. Our educators are from multicultural background and are trained to recognise and respect the cultural backgrounds of all learners. This includes being mindful of cultural norms, holidays, and traditions when planning lessons and activities.
9. Learners are encouraged to critically engage with curriculum content, questioning and exploring how different cultural and social perspectives shape knowledge and understanding.
10. Learners with SEND receive tailored support plans that outline specific strategies, resources, and accommodations to help them succeed.
11. All learning materials are made accessible to learners with disabilities, including providing texts in alternative formats (e.g., large print, audio), ensuring websites and digital content meet accessibility standards, and using assistive technologies.
12. Our curriculum encourages learners to think critically about issues of power, privilege, and inequality. This includes exploring topics such as social justice, human rights, and environmental sustainability.

## Curriculum Development Process

1. Our Head of Academics reviews Facilitator's feedback of our learners to assess the current diverse needs, interests and backgrounds of our learners and ensures that our curriculum can facilitate the support necessary.
2. We involve Partnered School Teachers and staff, our facilitators, learners, and other stakeholders in the curriculum design process to ensure it is inclusive and reflective of the community.



3. Our curriculum development team include representatives from different cultural, linguistic, and ability backgrounds, led by our Head of Academics who has a background and teaching experience in multicultural, multilingual and multi-abled environments.
4. We implement a continuous cycle of evaluation and revision to ensure the curriculum remains relevant, inclusive, and effective.
5. We use data from learner assessments, feedback surveys, and academic performance to make informed adjustments to the curriculum.

For more detailed information on our curriculum, please see our [📖 Purple Ruler Curriculum Policy 2024-2025](#) and associated schemes of work for specific subjects.

## Teaching Strategies

At Purple Ruler, our teaching strategies are designed to create an inclusive and engaging learning environment where every learner can thrive. By employing a variety of evidence-based approaches, we ensure that all learners, regardless of their backgrounds or abilities, have the opportunity to succeed. Our commitment to inclusivity is reflected in our use of interactive online lessons, real-world case studies, collaborative projects, meaningful discussions, and differentiated instruction.

## Principles of Inclusive Teaching Strategies

### Interactive Online Lessons

- We incorporate videos, interactive quizzes, virtual tours, and other multimedia resources to make lessons more engaging and accessible. These resources cater to different learning styles and help bring the curriculum to life.
- Online quizzes, polls, and discussion forums are used to facilitate active participation and immediate feedback. These tools ensure that all learners can engage with the material and with each other, fostering a sense of community and collaboration.

### Real-World Case Studies

- Utilising case studies and real-world examples, we illustrate the impact of personal, social, and health decisions. This approach helps learners connect theoretical knowledge with practical applications, making the lessons more relevant and engaging.

- Case studies are used to encourage critical thinking and problem-solving. Learners analyse real-world scenarios, consider different perspectives, and develop solutions to complex problems.

## **Collaborative Projects**

- We encourage teamwork and collaborative learning through class projects and presentations. Learners work together to explore topics such as mental health, financial literacy, and career planning, fostering a sense of community and shared learning.
- Group work is structured to ensure diversity within teams, allowing learners to benefit from different perspectives and experiences. This approach promotes empathy, understanding, and mutual respect.

## **Meaningful Discussions**

- Dedicated time for open discussion to focus on where learners can share their thoughts and experiences. These segments in the session promote critical thinking and empower learners to make informed decisions on topics such as healthy relationships, peer pressure, and personal safety.
- Discussions are conducted in a safe and supportive environment where all learners feel comfortable expressing their views. Ground rules are established to ensure respect and constructive dialogue.

## **Differentiated Instruction**

- Lessons are tailored to meet the diverse needs of all learners, including those with special educational needs (SEN). Adaptations may include simplified materials, visual aids, and extended time for tasks, ensuring that every learner can fully participate and benefit from the curriculum.
- Learners are grouped based on their needs and abilities. This allows for targeted instruction and support, whether learners need additional challenges or extra help. Learners may be moved to alternative groups during the academic year if the pace, needs and abilities are more suited.

## **Adaptive Technologies and Planning**

- We utilise assistive technologies such as captioned videos, and interactive transcripts to support learners with sensory impairments. These tools ensure that all learners can access and engage with the curriculum.



- Facilitators will create personalised learning plans that cater to individual needs and learning styles. These plans help learners progress at their own pace and achieve their full potential.
- Our classes are synchronous, our facilitators will be able to plan the delivery method around the learner's needs accordingly.

## Implementation of Teaching Strategies

1. We request parents/guardians, local authority (LA) or partnered schools to provide information regarding learner's needs, attainment or learner profile if applicable upon admission. This is analysed by our Academic team, who will produce a learner report or course brief to inform the facilitators of the expected requirements. This becomes the foundational information the facilitators use to design their sessions.
2. Facilitators and the academic team will continuously monitor learner's progress throughout the course. They will reflect on the effectiveness of teaching methods and approaches, adapting their teaching practices to accommodate the learner's needs. This should also include feedback from learners, parents or guardians.
3. Provide ongoing professional development for staff on inclusive teaching practices, adaptive teaching methods, and culturally responsive pedagogy. This ensures that all educators are equipped with the skills and knowledge to support diverse learners effectively.
4. Encourage reflective practice and peer collaboration among educators to share best practices and continuously improve teaching strategies.
5. Our monthly quality assurance practices assesses learner's engagement level in classes to analyse whether facilitators are utilising suitable teaching methods. Facilitators who have scored low on this are subject to further assessments. Please see QA policy for details.
6. We encourage open communication with partnered schools, parents and carers to understand their perspectives and involve them in decision-making processes related to their child's education.

## Support for Learners with Special Educational Needs and Disabilities (SEND)

At Purple Ruler, our commitment to supporting learners with Special Educational Needs and Disabilities (SEND) is embedded in our mission to provide an inclusive and holistic education. We recognise the unique challenges and strengths of learners with SEND and disabilities and strive to create an environment where they can thrive academically, socially, and emotionally.

## **Individual Education Plans (IEPs)**

Our IEPs are created in two separate formats depending on the information that is provided by schools and local authorities. A general instructional approach plan will be provided to facilitators if a learner's needs are simply indicated during enrolment. A more specific IEP will be produced if an EHCP and SEND plan is provided. An IEP outlines personalised goals and support strategies tailored to learner needs. These plans are developed in collaboration with learners, parents, carers, and relevant professionals, ensuring a comprehensive and cohesive approach to support. Regular reviews and updates of IEPs are conducted to reflect the learner's progress and evolving needs.

## **Inclusive Teaching Practices**

Our facilitators employ a variety of inclusive teaching practices to ensure that all learners, regardless of their needs, can access and engage with the curriculum. This includes differentiated instruction, scaffolded learning, and the use of various teaching aids and strategies to cater to diverse learning styles and abilities. Staff are trained to address barriers to learning, providing targeted support and adaptations as necessary.

## **Accessible Learning Platforms**

Purple Ruler is committed to making reasonable adjustments to our online learning platforms to ensure they are accessible to all learners. This includes ensuring compatibility with assistive technologies, providing materials in alternative formats, and ensuring that the digital environment is navigable for learners with various needs. We strive to remove any barriers to accessing our educational resources and services.

## **Social, Emotional, and Mental Health (SEMH) Support**

Recognising the importance of Social, Emotional, and Mental Health (SEMH) needs, we provide targeted support to learners who require additional assistance in these areas. Our approach includes the integration of Social-Emotional Learning (SEL) into our curriculum, the provision of counselling and mental health support services, and the implementation of behaviour management strategies that promote a positive and inclusive learning environment.

## **Collaboration with Stakeholders**

We work closely with Partner Schools, parents, carers, and other stakeholders to ensure a coordinated approach to supporting learners with SEND. Open and regular communication is maintained to ensure that all parties are informed and involved in the learner's educational

journey. This collaboration is essential for creating a supportive network that enhances the learner's overall experience and outcomes.

## **Continuous Professional Development**

Our staff engage in ongoing professional development to enhance their understanding and skills in supporting learners with SEND. Training covers a wide range of topics, including specific learning needs, inclusive teaching strategies, behaviour management, and mental health support. This commitment to professional development ensures that our staff are equipped to provide high-quality, inclusive education.

For more detailed information on our practices and provisions for learners with SEND, please refer to our [Purple Ruler SEND and Inclusivity Policy 2024-2025](#). This document outlines our principles, practices, and procedures in greater depth, ensuring that every learner receives the support they need to succeed.

## **Reporting and Addressing Discrimination**

At Purple Ruler, we are committed to providing a safe, respectful, and inclusive environment for all members of our community. This procedure outlines the steps for reporting and addressing discrimination and harassment, ensuring that all concerns are handled promptly, fairly, and effectively.

### **Staff**

Please use the reporting procedures outlined in the [Purple Ruler Whistleblowing Policy](#) if it's against another member of staff or [Purple Ruler Safeguarding Policy 2024/2025](#) if it's to report a concern of a learner.

### **Parents, Partnered School or LA Representative**

Please use the reporting procedures outlined in the [Purple Ruler Complaints Policies and Procedure](#).

Investigation, response and data recording will follow each of the policies outlined above depending on which is used.

# Breaches of Policy

- Any employee or learner found to have breached this policy may be subject to disciplinary action, which could result in measures up to and including termination of employment or expulsion.
- Specific disciplinary or sanction procedures are outlined in the staff code of conduct, staff handbook and learner code of conduct.

## Communication and Training

- All new staff must undergo an initial training on this policy and it's associated expectations alongside training on other policies.
- Any updated information on this policy will be sent via Lark announcement to all members of staff.
- An up to date version of the policy will be published on our website.
- This policy will be reviewed annually, depending on the nature of the updated information, staff may undergo further training. This may be in the form of in person, asynchronous or reading. If this is deemed unnecessary, an updated version of the policy will be sent to all staff members via Lark announcement.

## Contact

Please contact us on the information provided below if you have any questions regarding this policy.

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