



Equality, Diversity and Inclusion Policy

Links to other Policies, please see:

- [Safeguarding and Child Protection Policy](#)
- [EAL](#)
- [Behaviour Policy](#)
- [SEND Policy](#)
- [Staff Code of Conduct](#)

Policy Information		
Policy Author: Melanie Hawe/Amy Clewlow Governing Board approval date/date policy is in effect from: January 2020		
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Date: June 2026 Name of reviewer/s: Amy Clewlow	updated and formatted	June 2027



Equality, Diversity and Inclusion Policy

1. Policy Statement

Our school is committed to promoting equality, diversity and inclusion throughout all aspects of school life. We aim to create an environment in which every member of the school community feels valued, respected and supported to achieve their full potential.

We recognise that students and staff come from diverse backgrounds and have different experiences, needs and perspectives. These differences are valued and celebrated within our school community.

This policy supports the school's commitment to ensuring that discrimination, harassment and victimisation are not tolerated and that equality of opportunity is promoted for all.

The school promotes equality, diversity and inclusion through its commitment to the spiritual, moral, social and cultural development of students. Through the curriculum, tutor time, pastoral support and daily interactions, students are encouraged to develop respect for others, appreciation of diversity and an understanding of the values that underpin a fair and inclusive society.

The school promotes fundamental British values, including mutual respect and tolerance of those with different faiths and beliefs. These values are reinforced through teaching, the curriculum and the wider life of the school, helping students understand the importance of equality, respect and democratic principles in modern society.

The school recognises that discrimination, prejudice and bullying can pose risks to students' wellbeing. Promoting equality and inclusion forms an important part of the school's safeguarding culture. Staff remain vigilant to any behaviour or attitudes that may harm or marginalise others and take appropriate action in line with safeguarding and behaviour procedures.

This policy is informed by the principles of the Equality Act 2010 and contributes to meeting the requirements of the Education (Independent School Standards) Regulations 2014.

2. Legal Duties

The school is committed to promoting equality, diversity and inclusion in accordance with the Equality Act 2010 and the Education (Independent School Standards) Regulations 2014.

The school will not unlawfully discriminate against, harass or victimise any student, member of staff, applicant or member of the wider school community on the grounds of a protected characteristic.

The protected characteristics defined by the Equality Act 2010 are:

- Age

- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including colour, nationality and ethnic origin)
- Religion or belief
- Sex
- Sexual orientation

In fulfilling its responsibilities, the school seeks to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity for all members of the school community
- foster good relations between people who share a protected characteristic and those who do not

The school will take these principles into account when developing policies, delivering the curriculum, making decisions, recruiting staff and providing education and support for students.

3. Aims

The school aims to:

- Promote equality of opportunity for all students and staff.
- Create an inclusive environment where diversity is respected and valued.
- Eliminate discrimination, harassment and prejudice.
- Ensure that all students can access learning and wider school opportunities.
- Remove barriers that may prevent individuals from participating fully in school life.
- Promote respect, tolerance and understanding among all members of the school community.

4. Promoting Equality and Inclusion

The school promotes equality and inclusion through:

Inclusive Teaching and Learning

Staff plan lessons that support a wide range of learning styles and needs. Teaching approaches may include:

- multi-sensory learning opportunities
- differentiated activities and resources
- flexible approaches to recording and demonstrating learning
- additional adult support where appropriate

Students are encouraged to express their views and reflect on their learning through a variety of approaches, including visual, auditory and kinaesthetic methods.

Curriculum

The curriculum reflects a wide range of perspectives, cultures and experiences. It promotes:

- respect for diversity
- understanding of different cultures and beliefs
- awareness of equality and human rights
- positive relationships and mutual respect.

Wellbeing and Support

The school recognises that behaviour can be a form of communication and that students may require additional emotional or psychological support.

Support may include:

- pastoral support from staff
- counselling or therapeutic support where appropriate
- reasonable adjustments to learning environments or expectations.

The school aims to support all students to progress successfully and prepare for future education, employment or training.

5. Disability Equality and Accessibility

The school is committed to ensuring that students with disabilities are able to participate fully in school life.

Reasonable adjustments will be made where necessary to ensure that students are not disadvantaged. This may include:

- adapting teaching materials or resources
- modifying learning activities
- providing additional time or support
- ensuring access to appropriate learning environments.

The school's Accessibility Plan outlines how access to the curriculum, physical environment and information will continue to be improved.

6. Responding to Discrimination and Prejudice

The school has a zero tolerance approach to discrimination, bullying or harassment related to protected characteristics.

Examples may include behaviour related to:

- racism
- sexism
- homophobia or transphobia
- disability discrimination

- religious intolerance.

Any incidents will be:

- recorded
- Investigated
- addressed in accordance with the school's behaviour and safeguarding procedures.

The school monitors incidents to identify patterns and ensure appropriate action is taken.

7. Roles and Responsibilities

Governing Body / Proprietor

The governing body or proprietor is responsible for:

- ensuring compliance with equality legislation
- monitoring the effectiveness of this policy
- reviewing relevant school data to ensure equality of opportunity
- ensuring that recruitment and admissions procedures are fair.

Monitoring may include:

- admissions data
- attainment and progress
- behaviour and exclusion data
- feedback from students and parents.

Principal / School Leaders

The Principal and senior leadership team are responsible for:

- implementing this policy across the school
- promoting a culture of inclusion and respect
- ensuring staff understand their responsibilities
- addressing incidents of discrimination promptly.

Staff

All staff are expected to:

- treat all individuals with dignity and respect
- promote equality and inclusion in their teaching and interactions
- challenge discriminatory language or behaviour
- report any concerns relating to discrimination or prejudice.

Students

Students are expected to:

- treat others with respect and kindness
- celebrate differences and diversity
- report bullying or discriminatory behaviour.

8. Equality Objectives

The school will review equality objectives regularly. Current objectives include:

1. Promote respect and understanding of diversity through the curriculum and wider school activities and review curriculum provision annually.
2. Monitor student progress, attendance and wellbeing through annual analysis to identify and address any disparities.
3. Continue to develop inclusive teaching practices through staff training and curriculum review.

9. Monitoring and Review

The effectiveness of this policy will be monitored through:

- analysis of pupil progress and attainment data
- behaviour and exclusion records
- monitoring of prejudice related incidents
- feedback from students, staff and parents.

The Principal will report on equality matters to the governing body as appropriate.