



**EVERYTHING
EDUCATION**

EQUALITY, DIVERSITY AND INCLUSION POLICY

2026-2027

OWNERSHIP:	Everything Education School
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Everything Education School is committed to equality of opportunity, dignity, inclusion and high expectations for every pupil, member of staff and member of the school community.

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1.0 Purpose and Principles

Everything Education School is committed to creating a safe, inclusive and ambitious environment in which pupils and adults are treated fairly, with dignity and respect, and are able to participate fully in school life. We will not tolerate unlawful discrimination, harassment, victimisation, prejudice-based behaviour or bullying.

The school recognises that equality does not always mean treating everyone identically. Equity may require different or additional support so that barriers are reduced and individuals can access education, employment and school opportunities fairly.

2.0 Scope

This policy applies to pupils, parents and carers, prospective pupils, employees, job applicants, contractors, agency staff, volunteers, visitors and other people engaging with Everything Education School. It applies to admissions, curriculum delivery, assessment, behaviour, safeguarding, employment, training, progression, services, facilities, trips, enrichment and all other school activities.

3.0 Legal and Regulatory Framework

This policy is informed by the Equality Act 2010 and associated regulations and guidance, including the protected characteristics and the duties relating to reasonable adjustments for disabled people. It also takes account of the Education (Independent School Standards) Regulations 2014 and the Department for Education Independent School Standards guidance updated in April 2026.

For employees, the school also recognises the employer duty introduced by the Worker Protection (Amendment of Equality Act 2010) Act 2023 to take reasonable steps to prevent sexual harassment in the course of employment.

The nine protected characteristics under the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

4.0 Definitions

Term	Meaning
Equality	Ensuring people have fair opportunities and are not unlawfully discriminated against.
Equity	Recognising that barriers differ and providing proportionate support or adjustments to reduce disadvantage.
Diversity	Recognising, respecting and valuing individual differences and varied experiences.
Inclusion	Creating an environment in which people feel respected, able to participate and able to be themselves.
Direct discrimination	Treating a person less favourably because of a protected characteristic, including by association or perception where the law provides.

Term	Meaning
Indirect discrimination	Applying a provision, criterion or practice that puts people sharing a protected characteristic at a particular disadvantage and cannot be objectively justified.
Harassment	Unwanted conduct related to a relevant protected characteristic that has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.
Victimisation	Subjecting a person to a detriment because they have carried out, or are believed to have carried out, a protected act under equality law.

5.0 Our Commitments

Everything Education School will:

- promote a culture of dignity, respect, fairness and inclusion;
- challenge discriminatory assumptions, language, stereotypes and behaviour;
- ensure admissions and placement decisions are based on lawful, transparent and educationally appropriate criteria;
- provide equality of opportunity in teaching, assessment, enrichment, careers and wider school life;
- provide staff training and clear reporting routes for discrimination, harassment and prejudice-related incidents;
- review policies, practices and data to identify patterns of disadvantage and take proportionate action;
- work with pupils, parents/carers, commissioners and external professionals to reduce barriers to participation.

6.0 Pupils, Curriculum and School Life

Equality, diversity and inclusion are embedded across teaching, PSHE/RSE, safeguarding, behaviour, careers education and enrichment. The curriculum will promote respect for others, encourage pupils to understand different perspectives, and actively promote mutual respect and tolerance of those with different faiths and beliefs.

Pupils must not be subjected to discrimination, harassment or victimisation in relation to admission, access to benefits or services, education, exclusions or other aspects of school life. Prejudice-based and discriminatory bullying will be addressed through the Behaviour Policy, Anti-Bullying Policy and Safeguarding and Child Protection Policy.

The school will use age-appropriate opportunities to challenge stereotypes, promote positive relationships and prepare pupils for life in modern Britain. Materials and teaching will be selected and delivered in a way that respects diversity while remaining appropriate to pupils' age, developmental stage and individual needs.

7.0 SEND, Disability and Reasonable Adjustments

Everything Education School will make reasonable adjustments for disabled pupils and adults where required by law and will anticipate barriers where reasonably possible. Adjustments may include changes to teaching approaches, communication methods, seating, timetables, resources, assessment access arrangements, assistive technology, physical access and pastoral support.

For pupils with EHC plans, staff will consider the provision specified in the plan and work with relevant professionals and commissioners to support access to education. The Accessibility Plan sets out the school's longer-term approach to increasing access to the curriculum, the physical environment and information.

8.0 Employment, Recruitment and Workforce Equality

Recruitment, selection, pay, training, promotion, performance management and other employment decisions will be based on objective and lawful criteria. No applicant or employee will receive less favourable treatment because of a protected characteristic.

The school will consider reasonable adjustments for disabled applicants and employees. Part-time and fixed-term staff will not be treated less favourably than comparable full-time or permanent staff unless different treatment is objectively justified.

Safer recruitment requirements remain paramount. Criminal-record information will be handled in accordance with current safeguarding, DBS, rehabilitation of offenders and data-protection requirements. Decisions will be relevant, proportionate and based on the requirements of the role and safeguarding responsibilities.

9.0 Harassment, Sexual Harassment and Victimisation

Harassment, sexual harassment and victimisation are prohibited. The school will take concerns seriously, respond promptly and take appropriate action to protect those affected.

For employees, Everything Education School will take reasonable preventative steps, including clear standards of conduct, staff training, accessible reporting routes, proportionate risk assessment and prompt investigation of concerns. Conduct by third parties such as visitors, contractors, parents/carers or service users will also be addressed where it affects the safety, dignity or wellbeing of staff or pupils.

Examples of unacceptable conduct may include discriminatory or sexual comments, unwanted physical contact, offensive jokes or images, online messages, deliberate exclusion, repeated stereotyping, intimidation, threats or retaliation against someone who has raised a concern.

10.0 Reporting Concerns and Complaints

Pupils should report concerns to any trusted member of staff. Where a concern may involve safeguarding, child-on-child abuse, sexual harassment or significant harm, staff must follow the Safeguarding and Child Protection Policy and report promptly to the Designated Safeguarding Lead.

Employees should normally raise concerns with their line manager or Headteacher. Where the concern involves that person, or where the employee does not feel able to use that route, the concern should be raised with the proprietor or through the appropriate grievance or whistleblowing procedure.

Parents/carers and other stakeholders may use the school's Complaints Procedure. No person will be disadvantaged for raising a genuine concern in good faith or supporting another person to do so.

11.0 Monitoring, Data and Accountability

The school will monitor relevant information to identify patterns, barriers or disproportionate outcomes. This may include admissions, attendance, behaviour, exclusions, safeguarding, complaints, participation, attainment and staff recruitment or progression data. Data will be handled lawfully and proportionately.

The Headteacher will review significant equality-related incidents and themes. Where patterns are identified, appropriate actions may include staff training, curriculum review, targeted support, changes to procedures or additional reasonable adjustments.

12.0 Roles and Responsibilities

The proprietor is responsible for ensuring that the school meets its legal and regulatory responsibilities and that this policy is implemented effectively. The Headteacher leads implementation and monitoring. All staff are responsible for promoting inclusive practice, challenging discrimination and reporting concerns. Pupils are expected to treat others with respect and follow the school's behaviour expectations.

13.0 Related Policies and Documents

- Accessibility Plan
- Admissions, Attendance and Exclusions Policy
- Anti-Bullying Policy and Charter
- Behaviour Policy
- Complaints Procedure
- Curriculum Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Staff Code of Conduct
- Whistleblowing Policy

14.0 Review

This policy will be reviewed at least annually and earlier where there is a significant change in legislation, statutory guidance, school circumstances or identified need. The next scheduled review date is 01/09/2027.

Appendix 1 - Equality Objectives 2026-2027

For the 2026-2027 academic year, Everything Education School will focus on the following practical equality objectives:

#	Objective	Action	Lead	Review
1	Inclusive access	Review reasonable adjustments and access needs for every new pupil at admission and during placement reviews.	Headteacher / SENCO	Ongoing
2	Prejudice-related incidents	Record and review prejudice-based bullying, discriminatory language and harassment to identify patterns and evaluate interventions.	DSL / SLT	Termly
3	Curriculum representation	Review curriculum resources and enrichment opportunities to ensure pupils encounter a broad range of perspectives and positive representation.	Curriculum Lead	Annual review
4	Staff knowledge	Ensure staff understand equality duties, reasonable adjustments, harassment and reporting procedures.	Headteacher	At induction and annually
5	Participation and outcomes	Review attendance, engagement, progress and participation data for evidence of disproportionate disadvantage and take action where required.	SLT	Termly