Equality, Diversity and Inclusion Policy

Date	Review Date	Owner	Nominated Governor
April 2026	April 2027	Jessica Sadler	Mark Chapman

1. Introduction

1.1 Future Education School ('the School') is committed to being inclusive. We see our diverse population of both students and staff as one of the School's greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all the School's activities.

1.2 This policy applies equally to current and prospective members of the School community, including parents. Staff should refer to the Equal Opportunities Policy in the staff handbook.

1.3 This policy is made available on request. All school policies can be made available in large print or other accessible format if required.

1.4 The School is committed to a zero-tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under the protected characteristics – Equality Act 2010

1.5 The School is committed to promoting and developing inclusion & equality of opportunity in all its functions and will seek to do this by:

- Communicating its commitment to equality and diversity to all members of its community
- Ensuring all staff and students are aware of the aims of this policy
- Briefing for staff and students on the Equal Opportunities Policy
- Developing monitoring, evaluation and review mechanisms of school policies and procedures and decision-making
- Demonstrating our zero-tolerance attitude towards discrimination by taking all allegations seriously

2. Responsibilities

2.1 The School Governors and Senior Leadership Team have responsibility for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School.

2.2 Each member of the School community is responsible for being alert to and challenging discrimination; embracing diversity; respecting different faiths and beliefs; and upholding equality of opportunity for all.

3. Legal Framework

3.1 Discrimination can take the following forms. Including:

(a) Direct Discrimination – This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.

(b) Indirect Discrimination – This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate means of achieving a legitimate aim.

(c) Victimisation – This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.

(d) Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.

(e) Disability Discrimination – This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

4. Aims and Values

4.1 The aims of this policy and the School's ethos as a whole are to:

(a) Eliminate unlawful discrimination on the grounds of any of the protected characteristics

(b) Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language

(c) Promote equality of opportunity for all members of the School community

(d) Comply with the School's equality obligations contained in the Equality Act 2010

(e) Provide a secure environment in which all our children can thrive and achieve all of the outcomes of Keeping children safe in Education

(f) Provide a learning environment where all individuals, through the Equal Opportunities Policy and other School policies such as PSHE, feel valued and feel they have a sense of belonging

(g) Prepare students for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community

(h) Include and value the contribution of all families to our understanding of equality and diversity

(i) Provide and promote positive information about the diversity of UK society

(j) Actively challenge discrimination and ensure that all members of the School community learn from these experiences

(k) Embed inclusion through all our activities

4.2 To achieve these aims we may:

(a) Involve, where reasonably practicable, all members of the School community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures

(b) Publish and share school policies to the whole School community

(c) Collect and analyse data (such as admissions data and examination results) to monitor any potential disadvantage amongst the student body

(d) Help to overcome any potential barriers to learning by providing for students' diverse needs and learning styles including any learning support needs and/or disabilities a student may have

(e) Ensure the wider school curriculum promotes and celebrates equality and diversity

(f) Operate a clear zero tolerance policy towards abusive or discriminatory behaviour

(g) Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination

4.3 A broad, balanced and appropriate curriculum provides equal opportunity for all students, irrespective of difference, to maximise their potential and thrive.

4.4 At the School we aim to promote inclusion and tackle any form of discrimination and actively promote harmonious relations in all areas of school life and with our key partners such as parents and other schools. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

5. Admissions

5.1 The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. The School accepts applications from, and admits, students irrespective of any protected characteristic.

5.2 Leadership staff will carefully consider any special circumstances affecting the student (such as learning support needs) which may affect the child's ability to fully participate in the education provided by the School. The School will not offer a place to a child if, after reasonable adjustments have been considered, the School cannot adequately cater for and/or meet their needs. This is to ensure that the student is placed in the most suitable and appropriate provision for their individual needs.

6. Educational Services

6.1 The School affords all students access to educational provision including all benefits, services and facilities irrespective of any protected characteristic subject to the School's obligations under the Equality Act 2010 and considerations of safety and welfare.

6.2 The School will not discriminate against a student on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

6.3 The School will seek to educate students in a multicultural, anti-racist environment using the curriculum, assemblies, PSHE programme and external speakers to promote understanding and appreciation of other faiths, races and cultures.

6.4 The School recognises that discrimination may be, for example, direct, indirect or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Anti-Bullying and Positive Behaviour Policies.

6.5 The School will:

(a) Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination

(b) Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any of the protected characteristics listed above

(c) Ensure those students with a statement of special educational needs (or Education Health and Care Plan) receive necessary educational and welfare support

(d) Ensure that students with English as additional language receive additional support, such as extra English tuition, where required

(e) Monitor the admission and progress of students from different backgrounds

(f) Challenge inappropriate discriminatory behaviour by students, staff and parents

(g) Foster a culture which promotes openness and encourages students to come forward if they have experienced discrimination.

(h) Offer all students access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities

(i) Ensure that all staff are aware of their responsibilities promote equality of opportunity and are given appropriate training and support

(j) Work with parents and external agencies where appropriate to combat and prevent discrimination in School

(k) Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices.

7. Religious Beliefs

7.1 School is inclusive and welcomes and respects the rights and freedoms of individuals from any religions and faiths (or no religion or faith) equally.

8. Reasonable Adjustments

8.1 The School has an ongoing duty to make reasonable adjustments for students with a disability to ensure they do not suffer a substantial disadvantage in comparison to non-disabled students. The School will inform and consult with parents about what reasonable adjustments, if any, the School are able to make for their disabled child. The School will carefully consider any proposals for auxiliary aids and services in light of a student's disability and, for example, the resources available to the School. The School has a duty to make reasonable adjustments (case by case considerations) for staff or students who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender.

8.2 The school has in place a disability equality scheme and accessibility plan which outlines the positive steps the school will take to improve access to information, curriculum and the school environment for individuals with disabilities. This is published on the school website.

9. Responsibilities

9.1 It is the Governing Board's responsibility to:

(a) Ensure that staff act as role models of inclusive behaviour and practice

(b) Ensure that the School complies with its equality obligations

(c) Ensure that the School's policies & procedures are monitored in light of this policy and the School's wider equality obligations

(d) Be involved, together with the Head, in dealing with serious breaches of this policy.

9.2 It is the Headteacher's responsibility to:

(a) Ensure effective implementation of this policy and its and procedures

(b) Ensure that all staff are sufficiently aware and trained within equality & diversity

(c) Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, students, parents or visitors

(d) Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment

(e) Ensure that all visitors and contractors are aware of, and comply with, this policy.

9.3 It is the responsibility of all staff to:

(a) Positively role model inclusive behaviour

(b) Actively challenge any forms of discrimination, victimization, harassment or bullying

(c) Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture

(d) Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

(e) Take seriously all concerns raised by any member of the school community, and escalate accordingly

10. Concerns and complaints

10.1 The School will seek to provide a supportive environment for those who make claims of discrimination and/or harassment. Any student who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to the Headteacher or any other adult within the school whom they feel comfortable discussing such matters.

10.2 Any student who harasses another student on the grounds of any protected characteristic will be subject to the School's disciplinary measures in accordance with the School's Positive Behaviour Policy.

10.3 If parents feel this policy has been breached they should raise their concern or complaint through the School's Complaints Policy which is available on the School website or can be available upon request.

Monitoring and Review

11.1 This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.

11.2 This policy is usually reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the School's equality obligations.

Headteacher:	Debbie Edwards	**Date:**	April 2026
Chair of Governing Body:	Daniel Childerhouse	**Date:**	April 2026