



EQUALITY, DIVERSITY AND INCLUSION POLICY

Reviewed by: A Jacobs	Date: Sept 2026	Next review: Sept 2027
Approved by:	Date:	

1 Introduction

Adcote School is committed to fostering an inclusive, respectful and supportive community in which all individuals are valued and enabled to thrive. Diversity among students, staff and families is regarded as one of the School's greatest strengths and a vital component of educational excellence. In order to ensure everyone can thrive and meet their full potential, equality, diversity and inclusion are embedded across all aspects of School life, ensuring that everyone is treated with dignity and respect and is able to reach their full potential.

This policy applies to all students (current and prospective), parents and guardians, staff, the Governing Body//directors, volunteers, contractors and visitors.

This policy should be read in conjunction with:

- Admissions Policy
- Equal Opportunities (staff) Policy
- Safeguarding and Child Protection Policy
- Behaviour (Rewards and Sanctions) Policy
- Anti-Bullying Policy
- SEND Policy
- Complaints Policy

The policy is available on the School website and in alternative formats upon request.

2 Legal Framework

This policy is informed by and compliant with the Equality Act 2010, which protects individuals from discrimination, harassment and victimisation on the grounds of the following protected characteristics:

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

The School also has due regard to its obligations under:

- Keeping Children Safe in Education (2026)
- Independent School Standards Regulations

Adcote School meets its obligations under Part 6 of the Equality Act 2010 (Education) and the Independent School Standards, ensuring that students are not discriminated against in their access to education, school facilities, benefits, or services.

3 Aims, Ethos and Values

3.1 The aims of this policy and the Adcote'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 Adcote community
- (d) Comply with the School's equality obligations contained in the Equality Act 2010
- (e) Provide a secure environment in which all our students can thrive and achieve all of the outcomes as outlined in Keeping Children Safe in Education (September 2026)
- (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 Adcote community learn from these experiences
- (k) Embed inclusion through all our activities

3.2 To achieve these aims we will:

- (a) Involve, where reasonably practicable, all members of the School society 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

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

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

3.4 Adcote's ethos states that: The School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad balanced and appropriate curriculum provides equal opportunity for all students, irrespective of difference, to maximise their potential and thrive.

3.5 At Adcote 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

4 Educational Provision

4.1 Adcote 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.

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

4.3 Adcote 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.

4.4 Adcote 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 Behaviour (Rewards and Sanctions Policy).

4.5 Adcote 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 Educational Health and Care Plan) receive necessary educational and welfare support
- (d) Ensure that students with English as additional language received 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) Offer all students access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities
- (h) Ensure that all staff are aware of their responsibilities promote equality of opportunity and are given appropriate training and support
- (i) Work with parents and external agencies where appropriate to combat and prevent discrimination in School
- (j) Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices.

5 Forms of Discrimination

Discrimination may take the following forms;

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

Indirect discrimination – the application of a provision, criterion or practice that disadvantages individuals with a protected characteristic and cannot be objectively justified.

Discrimination arising from disability – 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.

Failure to make reasonable adjustments – where the School fails to take reasonable steps to remove barriers for disabled students, staff or applicants.

Harassment – unwanted conduct related to a protected characteristic that violates dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

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.

6 Admissions

6.1 Adcote considers all applications fairly and without discrimination, in accordance with the Admissions Policy and the Equality Act 2010.

6.2 When completing the registration form, parents must disclose relevant information of any learning needs, disabilities or medical conditions. This enables the School to consider, in good faith, whether reasonable adjustments can be made to meet the student's needs.

6.3 The School may decline admission only where, after careful consideration, it cannot make reasonable adjustments to meet the applicant's needs or where admission would compromise the safety or effective education of the applicant or others, in line with the Equality Act 2010.

7 Special Educational Needs and Disabilities (SEND)

The School:

- Identifies and supports students with SEND in accordance with the SEND Policy
- Works collaboratively with parents and external professionals
- Monitors progress and provision to ensure that barriers to learning are reduced
- Makes reasonable adjustments to ensure that students with disabilities are not placed at a substantial disadvantage

8 Responsibility

8.1 The Directors have responsibility for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School.

8.2 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.

9 Reasonable Adjustments

Adcote 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.

Adjustments may include:

- Adaptations to teaching and learning
- Provision of auxiliary aids or services
- Adjustments to policies or practices

The School will inform and consult with parents about what reasonable adjustments, if any, the School is able to make for their disabled child. Decisions will be made, taking into account:

- The nature of the individual's needs
- The effectiveness of the adjustment
- Health and safety considerations
- The resources available to the School

Adcote is not legally required to make alterations to the School's physical environment as part of the reasonable adjustments duty. However, the School's physical environment will be assessed to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled students.

The School will consider all requests for support sensitively and on a case-by-case basis, prioritising the student's welfare, safeguarding, and privacy. Decisions will be made in accordance with the Equality Act 2010, statutory safeguarding guidance, and relevant DfE guidance relating to gender questioning children.

10 Religious Belief

10.1 Adcote School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or no religion or faith).

10.2 Adcote School respects the freedom of individuals to hold religious or other beliefs (or none) and seeks to accommodate religious observance where reasonable and practicable.

11 Responsibilities

The Directors have responsibility for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School. 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.

The Director

11.1 It is the Directors' responsibility to:

- (a) Ensure that staff act as role models of inclusive behaviour and practice
- (b) Ensure that the School complies with equality legislation
- (c) Ensure that the School's policies and 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.

The Headteacher

11.2 It is the Headteacher's responsibility to:

- (a) Ensure effective implementation of this policy and its procedures
- (b) Ensure that all staff are sufficiently aware and trained within equality and diversity
- (c) Actively challenge and take appropriate action in any cases of discriminatory practice within the school
- (d) Have procedures in place to deal effectively with any reported incidents of discrimination, victimisation or harassment
- (e) Ensure that all visitors and contractors are aware of, and comply with this policy.

All Staff

11.3 It is the responsibility of all staff to:

- (a) Positively role model inclusive behaviour
- (b) Actively challenge any forms of discrimination, victimisation, 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

- (e) All staff receive periodic training appropriate to their roles to ensure awareness of their responsibilities under equality legislation and the School's policies.

Students

- 11.4 It is the responsibility of all students to:
- (a) Treat others with respect
 - (b) Report concerns appropriately
 - (c) Contribute positively to School culture

12 Concerns and Complaints

12.1 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 Section Head or their Personal Tutor.

12.2 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 Behaviour (Rewards and Sanctions) Policy.

12.3 If parents or guardians 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.

13 Monitoring and Review

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

13.2 This policy is reviewed annually (or earlier in response to legislative or regulatory change) to ensure the aims of the policy are carried out in accordance with the School's equality obligations.

14 Breaches of the Policy

Breaches will be investigated promptly and addressed in line with School procedures. Serious breaches may result in disciplinary action and will be reported to the Directors.