



Trust Education Group Ltd

Equality Policy

Introduction

Trust-Education Group Ltd is fully committed to creating and maintaining an inclusive, welcoming and respectful learning community where every individual is valued, treated with dignity and provided with equal opportunities to achieve their full potential.

Equality, diversity and inclusion underpin every aspect of our school community. We recognise that pupils, families, staff and visitors come from a wide range of backgrounds, experiences and cultures, each bringing unique strengths and perspectives that enrich our school.

As an independent specialist school supporting pupils with Social, Emotional and Mental Health (SEMH) needs, additional learning needs and Education, Health and Care Plans (EHCPs), we recognise that equality is not achieved by treating everyone the same. True equality requires understanding individual needs, removing barriers to participation and providing appropriate support so that every pupil can thrive academically, socially, emotionally and personally.

We are committed to fostering an environment where discrimination, prejudice, harassment and victimisation are not tolerated and where every member of our community feels safe, respected and empowered to succeed.

Equality is embedded throughout leadership, governance, safeguarding, curriculum design, teaching, learning, behaviour, recruitment, pastoral care, attendance, enrichment activities and relationships with families and external agencies.

Statement of Commitment

Trust-Education Group Ltd is committed to:

- Providing Equal Opportunities For Every Pupil
- Promoting Diversity Across The Whole School Community
- Creating A Safe, Inclusive And Respectful Learning Environment
- Eliminating Discrimination, Harassment And Victimisation
- Advancing Equality Of Opportunity

- Promoting Positive Relationships Between Different Groups
- Removing Barriers To Learning And Participation
- Promoting High Aspirations For Every Pupil
- Supporting Individual Needs Through Reasonable Adjustments
- Ensuring Equality Is Embedded Within Safeguarding Practice
- Developing A Curriculum Which Reflects Modern Britain And Global Diversity
- Preparing Pupils To Live Successfully Within A Diverse Society

Our School Context

Trust-Education Group Ltd is an independent specialist SEMH school providing education for pupils aged 11–16 years.

Many pupils have experienced:

- Interrupted Education
- Childhood Trauma
- Adverse Childhood Experiences
- Mental Health Difficulties
- Anxiety
- Emotionally Based School Avoidance
- Neurodevelopmental Differences
- Communication Difficulties
- Social Care Involvement
- Low Self-Esteem
- Previous Exclusion
- Poor Educational Experiences

Many pupils have Education, Health and Care Plans and require highly personalised educational and therapeutic support.

Our equality strategy reflects these needs and ensures every pupil receives appropriate provision regardless of background, ability or protected characteristic.

Aims

The aims of this policy are to:

- Promote Equality Across Every Aspect Of School Life
- Ensure Every Individual Feels Safe, Valued And Included
- Meet All Statutory Responsibilities
- Eliminate Unlawful Discrimination
- Advance Equality Of Opportunity
- Promote Positive Relationships

- Provide Appropriate Reasonable Adjustments
- Celebrate Diversity
- Promote Mutual Respect
- Develop Inclusive Teaching
- Improve Outcomes For Vulnerable Pupils
- Support Outstanding Safeguarding Practice
- Promote Positive Mental Health And Wellbeing
- Prepare Pupils For Life In Modern Britain

Legal Framework

This policy has been developed in accordance with:

- Equality Act 2010
- Human Rights Act 1998
- Education Act 1996
- Education Act 2002
- Children Act 1989
- Children Act 2004
- Children And Families Act 2014
- Special Educational Needs And Disability Code Of Practice: 0–25 Years
- Keeping Children Safe In Education (KCSIE) 2026
- Working Together To Safeguard Children
- Independent School Standards Regulations
- Education (Independent School Standards) Regulations 2014
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Prevent Duty Guidance
- Relationships, Sex And Health Education Statutory Guidance
- The British Values Guidance

The school will also have due regard to current Department for Education guidance and Ofsted expectations.

Protected Characteristics

In accordance with the Equality Act 2010, Trust-Education Group Ltd actively promotes equality and protects individuals from discrimination based upon:

- Age
- Disability
- Gender Reassignment
- Marriage And Civil Partnership

- Pregnancy And Maternity
- Race
- Religion Or Belief
- Sex
- Sexual Orientation

These protected characteristics are recognised throughout school policies, procedures and daily practice.

Equality and Safeguarding

Equality and safeguarding are inseparable.

Trust-Education Group Ltd recognises that children who experience discrimination, prejudice or exclusion may be at increased risk of harm, emotional distress, exploitation, bullying, mental health difficulties or disengagement from education.

In accordance with Keeping Children Safe in Education (KCSIE) 2026, all staff understand that safeguarding applies equally to every child regardless of background, identity, disability, ethnicity, faith, gender or sexual orientation.

The school promotes a culture where:

- Everyone Is Treated With Respect
- Differences Are Celebrated
- Discrimination Is Challenged
- Pupils Feel Safe To Report Concerns
- Staff Listen To Pupil Voice
- Children Receive Appropriate Support
- Safeguarding Is Everyone's Responsibility

Safeguarding concerns relating to discrimination, prejudice, hate incidents or bullying are recorded on CPOMS and investigated promptly by the safeguarding team.

Equality Objectives

Trust-Education Group Ltd is committed to continually improving equality, diversity and inclusion through measurable objectives that support positive outcomes for pupils, staff and the wider school community.

The school's equality objectives are to:

- Improve Educational Outcomes For All Pupils
- Reduce Barriers To Learning

- Promote Positive Mental Health And Emotional Wellbeing
- Increase Pupil Participation In School Life
- Ensure Equal Access To The Curriculum
- Eliminate Discrimination And Prejudice
- Promote Respect For Diversity
- Develop An Inclusive School Culture
- Strengthen Staff Knowledge Through High-Quality Professional Development
- Monitor Equality Across All Areas Of School Life

Progress towards these objectives is reviewed regularly by the Co-Headteachers and Proprietor through school improvement planning, quality assurance activities and self-evaluation.

Promoting Equality Throughout School Life

Equality is embedded throughout every aspect of school life and is reflected in leadership, curriculum design, teaching, learning, pastoral care, behaviour, safeguarding and enrichment opportunities.

The school promotes equality by:

- Celebrating Individual Achievement
- Promoting High Aspirations
- Providing Personalised Learning
- Valuing Diversity
- Challenging Stereotypes
- Encouraging Respectful Relationships
- Supporting Positive Mental Health
- Promoting Pupil Voice
- Encouraging Independence
- Creating A Safe And Inclusive Environment

Staff actively model respectful behaviour and ensure that all pupils understand the importance of treating others fairly, with dignity and kindness.

Admissions

Trust-Education Group Ltd operates a fair, transparent and inclusive admissions process.

Admissions decisions are made without discrimination and in accordance with the school's Admissions Policy.

The school will not discriminate against any pupil or family because of:

- Age
- Disability
- Race
- Religion Or Belief
- Sex
- Sexual Orientation
- Gender Reassignment
- Pregnancy Or Maternity
- Marriage Or Civil Partnership

Reasonable adjustments are considered throughout the admissions process to ensure disabled pupils are not placed at a substantial disadvantage.

Admission decisions are based upon the school's ability to meet a pupil's educational, therapeutic and safeguarding needs whilst maintaining the safety and wellbeing of all members of the school community.

Equality in Teaching and Learning

Every pupil has the right to access an ambitious, broad and balanced curriculum.

Teachers use high-quality adaptive teaching to ensure pupils can access learning regardless of ability, disability, language, communication needs or previous educational experiences.

Teaching strategies may include:

- Individualised Learning Programmes
- Differentiated Activities
- Scaffolded Learning
- Multi-Sensory Teaching
- Therapeutic Approaches
- Assistive Technology
- Practical Learning Opportunities
- Outdoor Learning
- Small Group Teaching
- One-To-One Intervention

Planning reflects pupils' Education, Health and Care Plans, therapeutic recommendations and individual learning needs.

Assessment information is used to ensure all pupils make progress from their individual starting points.

Special Educational Needs and Disabilities

Trust-Education Group Ltd recognises that equality includes ensuring pupils with Special Educational Needs and Disabilities receive appropriate support to access education successfully.

The school is committed to:

- Identifying Individual Needs Early
- Providing Appropriate Support
- Working Collaboratively With Families
- Delivering High-Quality Adaptive Teaching
- Implementing Reasonable Adjustments
- Reviewing Provision Regularly
- Promoting Independence
- Preparing Pupils For Adulthood

The school works closely with families, local authorities and external professionals to ensure provision remains appropriate and responsive.

Accessibility

The school is committed to continually improving accessibility for pupils, staff and visitors.

This includes:

- Improving Access To The Curriculum
- Improving The Physical Environment
- Improving Access To Information
- Removing Physical Barriers
- Providing Appropriate Equipment
- Using Accessible Resources
- Supporting Communication Needs
- Making Reasonable Adjustments

Accessibility is reviewed regularly through the school's Accessibility Plan.

Behaviour and Inclusion

Trust-Education Group Ltd promotes positive behaviour through a restorative, relational and trauma-informed approach.

Behaviour expectations apply equally to every pupil whilst recognising that some pupils require additional support because of identified needs.

Staff seek to understand the reasons behind behaviour and respond consistently, fairly and proportionately.

Behaviour support focuses upon:

- Restoring Relationships
- Teaching Positive Behaviour
- Developing Emotional Regulation
- Building Resilience
- Promoting Responsibility
- Supporting Self-Reflection
- Encouraging Positive Choices

No pupil will be treated less favourably because of a protected characteristic or disability.

Reasonable adjustments will always be considered before behaviour decisions are made.

Bullying, Harassment and Discrimination

Trust-Education Group Ltd has zero tolerance for discrimination, harassment, victimisation or bullying.

The school actively challenges:

- Racist Behaviour
- Sexist Behaviour
- Homophobic Bullying
- Biphobic Bullying
- Transphobic Bullying
- Disability Discrimination
- Religious Discrimination
- Hate Incidents
- Prejudice
- Offensive Language
- Online Discrimination

All concerns are taken seriously.

Incidents are investigated promptly, recorded on CPOMS and managed in accordance with the Behaviour Policy, Safeguarding Policy and Anti-Bullying Policy.

Where appropriate, parents, carers and external agencies will be informed.

The school seeks not only to address incidents but also to educate pupils about respect, empathy, inclusion and positive relationships.

Attendance and Equality

Trust-Education Group Ltd recognises that barriers to attendance may be linked to disability, mental health, trauma, medical conditions or wider family circumstances.

Attendance procedures are implemented fairly and consistently whilst recognising the individual needs of each pupil.

Support may include:

- Individual Attendance Plans
- Therapeutic Support
- Flexible Reintegration
- Multi-Agency Working
- Early Help
- Family Support
- Pastoral Intervention
- Key Worker Support
- Transport Reviews
- Wellbeing Support

Attendance data is analysed through Bromcom to ensure no group of pupils is disadvantaged or disproportionately affected.

Pupil Voice

Trust-Education Group Ltd values the views of every pupil.

Pupils are encouraged to contribute to school improvement by:

- Sharing Their Views
- Participating In Reviews
- Completing Surveys
- Joining School Council Activities Where Appropriate
- Attending Annual Reviews
- Contributing To Behaviour And Support Plans
- Discussing Equality Issues
- Helping Shape School Life

Pupil feedback informs leadership decisions and supports continuous improvement.

The school actively seeks the views of pupils who may find communication more difficult and provides appropriate support to ensure their voices are heard.

Working with Parents and Carers

Strong partnerships with parents and carers are fundamental to promoting equality and inclusion.

The school will:

- Treat Families With Respect
- Communicate Clearly
- Provide Accessible Information
- Encourage Partnership Working
- Listen To Concerns
- Involve Families In Decision Making
- Respect Cultural Differences
- Promote Positive Relationships

Where necessary, reasonable adjustments will be made to support parents and carers in accessing information and participating in meetings.

Recruitment, Employment and Professional Development

Trust-Education Group Ltd is committed to providing equality of opportunity throughout all employment practices and to creating a working environment where staff are treated fairly, with dignity and respect.

The school is committed to ensuring that recruitment, selection, promotion and professional development are based on merit, skills, qualifications, experience and suitability for the role.

The school will:

- Promote Fair And Transparent Recruitment Processes
- Comply With Safer Recruitment Requirements
- Provide Equal Access To Employment Opportunities
- Make Reasonable Adjustments During Recruitment
- Support Career Development For All Staff
- Promote Equality Throughout Employment
- Prevent Workplace Discrimination
- Promote Staff Wellbeing

- Provide Equal Access To Continuing Professional Development
- Support Flexible Working Where Appropriate

No applicant, employee, volunteer or contractor will be treated less favourably because of a protected characteristic.

All recruitment processes are undertaken in accordance with the Equality Act 2010, Keeping Children Safe in Education (KCSIE) 2026 and the school's Safer Recruitment Policy.

Staff Responsibilities

Every member of staff has a responsibility to promote equality, diversity and inclusion through their daily practice.

All staff will:

- Treat Everyone With Respect And Dignity
- Model Inclusive Behaviour
- Promote Positive Relationships
- Challenge Discriminatory Language
- Report Concerns Promptly
- Maintain High Expectations For Every Pupil
- Promote Equality Through Teaching And Learning
- Support Individual Needs
- Complete Mandatory Equality Training
- Uphold Professional Standards

Staff are expected to create learning environments where pupils feel safe, respected and able to express themselves appropriately.

Leadership Responsibilities

The Co-Headteachers have overall responsibility for ensuring equality is embedded throughout the school.

Melissa Wainman and Katie Everson will:

- Lead An Inclusive School Culture
- Monitor The Implementation Of This Policy
- Ensure Compliance With Equality Legislation
- Promote Inclusive Leadership
- Allocate Appropriate Resources
- Monitor Equality Objectives

- Ensure Staff Receive Appropriate Training
- Address Equality Concerns Promptly
- Promote Continuous Improvement
- Report To The Proprietor

Leaders ensure equality is considered when developing policies, allocating resources, making strategic decisions and evaluating school effectiveness.

Responsibilities of the Proprietor

The Proprietor is responsible for ensuring that Trust-Education Group Ltd complies with equality legislation and fulfils its statutory duties.

Melissa Wainman and Katie Everson will:

- Monitor The Effectiveness Of This Policy
- Review Equality Information
- Monitor School Improvement
- Hold Leaders To Account
- Promote Good Governance
- Ensure Appropriate Resources Are Available
- Review Equality Objectives
- Monitor Complaints Relating To Equality
- Ensure Compliance With Relevant Legislation

The Proprietor receives regular reports regarding equality, safeguarding, behaviour, attendance and pupil outcomes.

Monitoring Equality

The school routinely monitors equality to identify strengths, celebrate successes and address any emerging inequalities.

Monitoring includes the analysis of:

- Pupil Achievement
- Attendance
- Behaviour
- Suspensions
- Exclusions
- Safeguarding Concerns
- Bullying Incidents
- Racist Incidents
- Prejudice-Related Incidents

- Participation In Educational Visits
- Participation In Enrichment Activities
- Participation In Student Leadership
- Progress Towards EHCP Outcomes
- Staff Recruitment
- Staff Retention
- Staff Promotion
- Professional Development Opportunities

Where patterns or disparities are identified, leaders investigate the causes and implement appropriate actions to improve outcomes.

Equality Impact Assessments

Trust-Education Group Ltd is committed to considering the impact of significant decisions on equality and inclusion.

Where appropriate, Equality Impact Assessments will be undertaken when introducing:

- New Policies
- Significant Changes To Practice
- Curriculum Developments
- Staffing Restructures
- Major School Improvement Projects
- Changes Affecting Pupils Or Staff

Equality Impact Assessments help ensure that decisions do not unintentionally disadvantage individuals or groups and support the school's commitment to inclusive practice.

Recording and Reporting Concerns

Any pupil, parent, carer, member of staff or visitor who believes they have experienced discrimination, harassment or unequal treatment is encouraged to report their concerns without delay.

Concerns may be reported to:

- A Class Teacher
- A Key Worker
- A Member Of The Safeguarding Team
- A Co-Headteacher
- The Attendance Officer Where Appropriate

- The Proprietor Where Necessary

All reports are treated seriously and investigated promptly, fairly and confidentially.

Records relating to pupils are maintained securely on CPOMS where safeguarding concerns are identified. Appropriate records relating to staff are maintained in accordance with employment procedures and data protection legislation.

Appropriate action will be taken following investigations, which may include support, restorative approaches, staff training, disciplinary action or referrals to external agencies where appropriate.

Complaints

Concerns relating to equality, discrimination or inclusion should initially be addressed informally wherever appropriate.

Where concerns cannot be resolved informally, they will be managed in accordance with the school's Complaints Policy.

The school is committed to ensuring that complaints are:

- Taken Seriously
- Investigated Promptly
- Managed Fairly
- Treated Confidentially
- Resolved Appropriately
- Used To Improve Practice

No individual will suffer disadvantage because they have raised a genuine concern regarding equality or discrimination.

Links with Safeguarding

Equality is closely linked to safeguarding and pupil welfare.

Trust-Education Group Ltd recognises that children who experience discrimination, prejudice or exclusion may be at greater risk of:

- Emotional Harm
- Mental Health Difficulties
- Bullying
- Social Isolation
- Exploitation
- Online Abuse

- Child Criminal Exploitation
- Child Sexual Exploitation
- Radicalisation
- Poor Educational Outcomes

Staff receive training to recognise these risks and respond appropriately.

Concerns are reported immediately to the Designated Safeguarding Leads and managed in accordance with the Child Protection and Safeguarding Policy.

Quality Assurance

Equality and inclusion form part of the school's annual quality assurance programme.

Leaders evaluate the effectiveness of this policy through:

- Learning Walks
- Lesson Observations
- Curriculum Reviews
- Safeguarding Audits
- Behaviour Monitoring
- Attendance Analysis
- Pupil Progress Reviews
- Staff Supervision
- Pupil Voice
- Parent Feedback
- Staff Feedback
- Complaints Analysis
- Policy Reviews

Findings are used to inform the School Development Plan, Self-Evaluation Framework and future equality objectives.

Policy Review

This policy applies throughout the **2026–2027 academic year** and will be reviewed annually or sooner where there are changes to legislation, statutory guidance or Department for Education requirements.

The review will consider:

- Changes To Equality Legislation
- Keeping Children Safe In Education 2026

- Department For Education Guidance
- Ofsted Inspection Findings
- Equality Monitoring Information
- Pupil Outcomes
- Behaviour Data
- Attendance Data
- Safeguarding Information
- Feedback From Pupils
- Feedback From Parents And Carers
- Feedback From Staff
- Emerging Best Practice

The Co-Headteachers are responsible for ensuring that this policy remains current, compliant and reflective of the school's inclusive ethos.

Related Policies

This policy should be read alongside the following Trust-Education Group Ltd policies:

- Admissions Policy
- Accessibility Plan
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Curriculum Policy
- Data Protection Policy
- First Aid Policy
- Health and Safety Policy
- Mental Health and Wellbeing Policy
- Online Safety Policy
- Positive Relationships Policy
- Safer Recruitment Policy
- SEND Policy
- Staff Code of Conduct
- Supporting Pupils with Medical Conditions Policy
- Whistleblowing Policy

Conclusion

Trust-Education Group Ltd is committed to creating a culture in which equality, diversity and inclusion are embedded throughout every aspect of school life. We

believe that every individual has the right to be treated with dignity, fairness and respect and to access high-quality education, support and opportunities regardless of their background, identity or circumstances.

Our therapeutic, trauma-informed and relationship-based approach enables pupils to develop confidence, resilience and respect for themselves and others. By celebrating diversity, removing barriers to participation and promoting a strong culture of inclusion, we prepare pupils for life in modern Britain and equip them with the knowledge, skills and values needed to contribute positively to society.

Through effective leadership, robust safeguarding, continuous professional development, regular monitoring and meaningful partnership working with pupils, families and external agencies, Trust-Education Group Ltd will continue to promote equality of opportunity and foster an environment where every member of our school community feels safe, valued, respected and empowered to achieve their full potential.

Policy Lead	Melissa Wainman Proprietor
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Approval:	Matthew Embley Chair of the Governing Body