Equality Policy

Redbourn Park School

Approved by	Richard McCabe
Approval date	November 2026 (effective on publication)
Next review due	August 2027
Applies to	Pupils, parents and carers, staff, job applicants, volunteers and visitors at Grovehill and Gaddesden
Document status	Final
Proprietor/chair signature	

Related policies

Accessibility Plan
Anti-bullying Policy
Complaints and Compliments Policy

Contents

1. Aims....4
2. Legislation and guidance....4
3. Protected characteristics and definitions....4
4. Roles and responsibilities....5
    4.1 The proprietor/chair....5
    4.2 The Headteacher....5
    4.3 The Head of Operations....5
    4.4 The SENDCO....5
    4.5 The designated safeguarding lead (DSL)....5
    4.6 The ASDAN Quality Assurance Contact....5
    4.7 All staff....5
    4.8 Pupils....5
5. What we do....5
    5.1 Curriculum and teaching....5
    5.2 Access and reasonable adjustments....6
    5.3 Fair access to assessment....6
    5.4 Admissions, behaviour and participation....6
    5.5 Recruitment and employment....6
    5.6 Challenging discrimination....6
6. Reporting and responding to concerns....6
7. Training....7
8. Monitoring arrangements....7
9. Links with other policies....7

1. Aims

Guided by our values of Safety, Empathy and Ambition, Redbourn Park School is committed to treating every pupil, parent, carer, member of staff and visitor with dignity and respect. This policy explains how we meet our duties under the Equality Act 2010 and how we give everyone fair access to education, employment and school life.

Our school aims to:

- Prevent and challenge unlawful discrimination, harassment and victimisation
- Advance equality of opportunity, so that every pupil can access the whole curriculum and every member of staff can do their best work
- Foster good relations between people who share a protected characteristic and people who do not
- Make reasonable adjustments for disabled pupils, staff and visitors
- Teach pupils to understand, value and respect people who are different from them

This policy replaces our earlier Equality and Diversity Policy, which focused mainly on race. Our practice has not changed; the policy now covers every protected characteristic.

2. Legislation and guidance

This policy meets the requirements of:

- The Equality Act 2010, which makes it unlawful for schools and employers to discriminate against, harass or victimise people because of a protected characteristic, and requires reasonable adjustments for disabled people
- Schedule 10 of the Equality Act 2010, which requires schools to have an accessibility plan
- The Education (Independent School Standards) Regulations 2014, including the standards on pupil welfare, the curriculum, information and leadership

It takes account of the Department for Education's Equality Act 2010: advice for schools and the SEND Code of Practice: 0 to 25 years.

As an independent school, Redbourn Park is not subject to the public sector equality duty. We still use its three aims (eliminating discrimination, advancing equality of opportunity and fostering good relations) to guide our work.

3. Protected characteristics and definitions

For pupils and prospective pupils, the law protects against discrimination because of disability, race, religion or belief, sex, sexual orientation, gender reassignment, and pregnancy and maternity. For staff and job applicants, age and marriage and civil partnership are also protected.

We will also act where other forms of disadvantage, such as family circumstances, socio-economic background or health, create barriers to fair access or dignity.

Key terms:

- **Direct discrimination**: treating someone less favourably than others because of a protected characteristic
- **Indirect discrimination**: applying a rule, practice or criterion to everyone that puts people with a protected characteristic at a particular disadvantage, unless it can be justified as a proportionate means of achieving a legitimate aim
- **Discrimination arising from disability**: treating a disabled person unfavourably because of something connected with their disability, unless it can be justified
- **Failure to make reasonable adjustments**: not taking reasonable steps to avoid a substantial disadvantage for a disabled person, including providing auxiliary aids and services

- **Harassment**: unwanted conduct related to a protected characteristic that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them
- **Victimisation**: treating someone badly because they have made, or supported, a complaint about discrimination

4. Roles and responsibilities

4.1 The proprietor/chair

The proprietor/chair approves this policy, oversees compliance with the Equality Act 2010, challenges unequal outcomes and makes sure leaders have the resources they need.

4.2 The Headteacher

The Headteacher makes sure this policy is applied in admissions, teaching, behaviour, timetabling, trips and daily practice at Grovehill and Gaddesden, that concerns are dealt with promptly, and that the Accessibility Plan is carried out.

4.3 The Head of Operations

The Head of Operations makes sure recruitment, employment procedures and staff records follow this policy, and that equality monitoring data is kept anonymous, secure and separate from recruitment decisions.

4.4 The SENDCO

The SENDCO advises on reasonable adjustments for pupils, works with families and professionals on pupils' EHC plans, and checks that adjustments are recorded and put in place.

4.5 The designated safeguarding lead (DSL)

The DSL leads where discrimination, harassment or victimisation creates a safeguarding risk or is part of abuse, including child-on-child abuse.

4.6 The ASDAN Quality Assurance Contact

For pupils taking ASDAN courses, the Quality Assurance Contact co-ordinates access arrangements and reasonable adjustments under ASDAN's rules, keeps the required records and makes sure assessment is fair and consistent.

4.7 All staff

All staff follow this policy, complete equality training, use inclusive practice, put agreed adjustments in place, and challenge and report discriminatory behaviour.

4.8 Pupils

Pupils are supported, in ways suited to their understanding and communication, to treat others with respect, to report concerns and to take part in reviews of their support.

5. What we do

5.1 Curriculum and teaching

Our curriculum includes a substantial programme of personal, social, health and citizenship education (PSHCE) and relationships education that teaches pupils about communities, about how people can be different, and why it matters to be tolerant and accepting of others. We teach fundamental British values, including mutual

respect and tolerance of those with different faiths and beliefs. Teaching resources and displays reflect diversity accurately and avoid stereotypes, and staff present a balanced view of political issues.

5.2 Access and reasonable adjustments

Every pupil at Redbourn Park has special educational needs, and many are disabled under the Equality Act 2010. We identify needs before a pupil starts and whenever circumstances change, listen to the pupil and their family, consider their EHC plan and professional advice, and agree reasonable adjustments. Adjustments, and the staff responsible for them, are recorded in the pupil's plan and shared only with people who need to know. They are reviewed when needs change or when a barrier remains.

We will not refuse a request for an adjustment simply because it is unfamiliar or changes usual practice. If a requested adjustment is not reasonable, we will explain why, consider alternatives and explain how to raise a concern or complaint. Our Accessibility Plan sets out how we are improving access to the curriculum, the physical environment and information over three years.

5.3 Fair access to assessment

Assessment decisions are based on published criteria and valid evidence, not on assumptions about a pupil or a protected characteristic. For qualifications, including ASDAN courses, we follow the awarding body's rules on reasonable adjustments, access arrangements and special consideration, and check that approved arrangements were used.

5.4 Admissions, behaviour and participation

We check admissions, grouping, behaviour responses, rewards, suspensions, participation in trips and activities, and access to facilities for any unjustified disadvantage. The Behaviour Policy and the Anti-bullying Policy explain how we respond to prejudice-related behaviour and bullying.

5.5 Recruitment and employment

Redbourn Park is an equal opportunities employer. Recruitment is always led by someone trained in safer recruitment, which includes equality considerations. Equality monitoring information is anonymous and kept separate from recruitment decisions. We make reasonable adjustments for disabled applicants and staff, and our recruitment processes are reviewed each year.

5.6 Challenging discrimination

We challenge all prejudicial and discriminatory behaviour, by pupils, staff, parents, carers or visitors, and make clear that it is not acceptable. Abuse and prejudice are never dismissed as 'banter'.

6. Reporting and responding to concerns

Concerns can be raised verbally or in writing:

Who is raising the concern	Route
Pupil	Any trusted member of staff, the Headteacher or the DSL. A parent, carer or advocate may report on the pupil's behalf.
Parent, carer, visitor or applicant	The Headteacher, or the Complaints and Compliments Policy
Member of staff, volunteer or contractor	Their line manager. If that person is involved, the Headteacher or the proprietor/chair, or the Grievance Policy or the whistleblowing procedure in the Staff Code of Conduct Policy
Assessment or qualification access issue	The ASDAN Quality Assurance Contact or the Headteacher
Safeguarding risk	The DSL immediately. Emergency and statutory safeguarding

Who is raising the concern	Route
	routes take priority

The person receiving a concern will record it, preserve relevant evidence, consider any immediate protection or adjustment needed, identify the right procedure and keep the person informed. Anyone who is implicated will not investigate or decide the concern. Action may include support, reasonable adjustments, correcting a decision, training, changes to policy or practice, or disciplinary action. No one will be victimised for raising or supporting a concern in good faith.

7. Training

All staff are briefed on this policy at induction and complete an annual refresher on discrimination, harassment, victimisation, reasonable adjustments and how to report concerns. Staff involved in assessment receive training on fair assessment and access arrangements.

8. Monitoring arrangements

Leaders monitor access, participation, incidents, complaints, adjustments, outcomes and staff training for patterns of disadvantage, using personal information lawfully and only where it is needed. The Headteacher reports any patterns, and the action taken, to the proprietor/chair.

This policy will be reviewed annually by the Headteacher, and sooner after a change in the law, a significant incident or evidence that access or outcomes are unequal. The proprietor/chair will approve each review.

9. Links with other policies

This policy links to the following policies:

Accessibility Plan; Admissions Policy; Anti-bullying Policy; Behaviour Policy; Child Protection and Safeguarding Policy; Complaints and Compliments Policy; Grievance Policy; Planning, Teaching and Learning Policy; Positive Workplace Policy; and Staff Code of Conduct Policy.