

Equality and Diversity Policy

Purpose and Scope

At Engaging Potential, we are dedicated to fostering an inclusive, supportive, and respectful environment for all students, staff, families and stakeholders. This policy affirms our commitment to promoting equality, valuing diversity and actively challenging discrimination, ensuring that every student, especially those with Special Educational Needs and Disabilities (SEND), has equitable access to high-quality education and support. Our approach is aligned with the Equality Act 2010, the Special Educational Needs and Disability (SEND) Code of Practice, and the *Keeping Children Safe in Education* (KCSIE) 2024 statutory guidance.

Key Aims and Objectives

Equality for All

To establish a culture where every student, staff member and stakeholder is valued equally, regardless of age, disability, gender, gender identity, race, religion or belief, sexual orientation, marital or civil partnership status, pregnancy or socio-economic background.

Respect for Diversity

To actively promote diversity and ensure that our curriculum and school environment reflect and celebrate the varied backgrounds and identities of our students, with particular attention to the needs and experiences of children with SEND.

Preventing and Addressing Discrimination

To prevent and address all forms of discrimination, harassment, and bullying, fostering an environment where every child feels safe, supported and respected.

Equal Opportunities in Education

To guarantee that all students have access to an inclusive curriculum, resources and the support necessary to realise their full potential.

Legislative Framework

This policy is informed by the following legislation and statutory guidance:

- **Equality Act 2010** – Protects against discrimination, harassment and victimisation in education.
- **Children and Families Act 2014** – Places duties on schools to support children with SEND, including making reasonable adjustments.
- **Special Educational Needs and Disability (SEND) Code of Practice 2015** – Outlines schools' responsibilities to support and adjust provisions for children with SEND.
- **Keeping Children Safe in Education (KCSIE) 2024** – Specifies safeguarding requirements, including those for SEND students.

Responsibilities

Head and Management Team

The Head and management team are responsible for:

- Implementing this policy, promoting inclusivity, and addressing discrimination.
- Ensuring all staff receive training on equality, diversity, SEND and safeguarding.
- Regularly monitoring and assessing the effectiveness of this policy.

Staff

All staff are responsible for:

- Upholding the principles of equality and diversity in all interactions with students, parents and colleagues.
- Addressing any discriminatory behaviour and reporting incidents
- Participating in training on equality, diversity, SEND and safeguarding.

Students

Students are expected to show respect for each other, engage in learning about diversity, and report any instances of bullying, harassment or discrimination.

Creating an Inclusive Learning Environment

Engaging Potential recognises the unique needs of SEND students and is committed to fostering an accessible, inclusive environment through:

- **Differentiated Teaching and Learning** – Adapting teaching strategies, materials and resources to cater to varied learning needs.
- **Reasonable Adjustments** – Implementing necessary modifications to enable full participation of SEND students in all aspects of school life.
- **Individualised Support Plans** – Collaborating with students, families and professionals to develop personalised support plans, providing access to additional resources and accommodations as required.
- **Professional Development for Staff** – Providing regular training to enhance staff understanding of SEND, safeguarding, equality and diversity.

Safeguarding and Anti-Bullying

In alignment with KCSIE 2024 and our safeguarding policies, Engaging Potential prioritises the safety and well-being of every child, including SEND students who may face additional risks. Staff are trained to recognise vulnerabilities in SEND students and respond promptly and sensitively to any concerns regarding potential abuse or bullying. Our anti-bullying policies are rigorously implemented to ensure that no child experiences bullying or discrimination.

Reporting and Addressing Discrimination and Bullying

Students, staff and parents are encouraged to report any incidents of discrimination, bullying or harassment. All complaints will be investigated promptly and handled sensitively and impartially. Incidents will be documented and managed in accordance with safeguarding and anti-bullying procedures.

Procedures for Reporting

- **Confidential Reporting** – Students or parents can report concerns to a trusted teacher, the Head or any other member of staff.
- **Documentation and Follow-up** – Incidents will be recorded, and appropriate measures taken, including support for affected parties and corrective actions for any discriminatory behaviour.

Monitoring and Review

Engaging Potential will monitor and review this policy annually, evaluating progress and making adjustments as needed to ensure compliance with legislation and best practices.

Key Performance Indicators (KPIs):

- Number and nature of reported incidents related to equality, diversity, or bullying.
- Feedback from students, parents and staff on the school's inclusivity.
- Evaluation of training attendance and staff confidence in managing equality and diversity issues.

Communication of the Policy

This policy will be shared with all staff, students, parents and stakeholders and will be accessible on the school's website. We encourage open communication and welcome feedback to continually improve our approach to equality and diversity.

This policy is a living document and is subject to updates to reflect changes in legislation, feedback from stakeholders, and developments in educational best practices.

Version	Date	Description	Initials
1	24/03/10		TW
2	31/08/10	Revised and Updated	TW
3		Revised and Updated	TW
4	31/03/12	Revised and Updated	TW
5	31/05/12	Revised and Updated	TW
6	28/02/13	Revised and Updated	TW
7	31/08/16	Revised and Updated	TW
8	30/09/18	Revised and Updated	TW
9	12/11/24	Revised Name/Update so whole school community facing	TW

