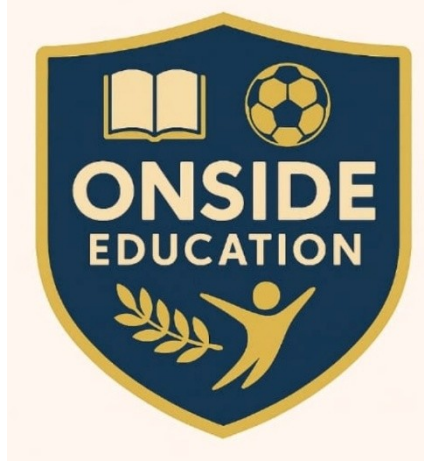




Onside Education Equality and Diversity Policy

Issued date: September 2025

Review Date: September 2026

1. Policy Statement

Onside Education is committed to promoting equality, diversity, inclusion and respect throughout all aspects of school life.

We believe every pupil, parent/carers, visitor, volunteer and member of staff should be treated fairly, with dignity and respect, regardless of their background, identity, circumstances or protected characteristics.

As a trauma-informed, SEMH-focused Alternative Provision, we recognise that many pupils may experience barriers to education arising from social, emotional, mental health, SEND, disadvantage, adverse childhood experiences, discrimination or exclusion from mainstream education.

We are committed to removing barriers, promoting inclusion and ensuring all pupils have equitable opportunities to achieve, participate and thrive.

Equality is not about treating everyone the same. It is about recognising individual circumstances and ensuring that appropriate support, reasonable adjustments and opportunities are available to enable every individual to succeed.

2. Legal Framework

This policy is informed by:

- Equality Act 2010
- Human Rights Act 1998
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Education Act 2011

- Keeping Children Safe in Education (KCSIE)
- Independent School Standards Regulations 2014
- Public Sector Equality Duty principles
- United Nations Convention on the Rights of the Child

3. Aims

Onside Education aims to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity for all pupils and staff.
- Foster good relations between people from different backgrounds.
- Promote respect, tolerance and understanding.
- Remove barriers to participation and achievement.
- Support pupils to develop as respectful and responsible citizens.
- Ensure that reasonable adjustments are made where required.
- Embed equality throughout curriculum, behaviour, safeguarding and school leadership.

4. Protected Characteristics

In accordance with the Equality Act 2010, Onside Education recognises the following protected characteristics:

1. Age
2. Disability

3. Gender Reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or Belief
8. Sex
9. Sexual Orientation

The school will not unlawfully discriminate against any individual because of a protected characteristic.

5. Equality in Education and Alternative Provision

Onside Education recognises that equality duties extend beyond employment and apply to every aspect of educational provision.

The school will promote equality of opportunity and prevent discrimination in:

- Admissions and placement decisions.
- Curriculum access and participation.
- Teaching and learning.
- Behaviour management.
- Safeguarding practice.
- Educational visits and enrichment activities.
- Careers education and guidance.
- Reintegration planning.
- Post-16 destination planning.
- Recruitment and employment.

Every sanction, placement decision, support arrangement and educational opportunity will consider whether reasonable adjustments are required for disability, SEND, SEMH needs or other protected characteristics.

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

6. Admissions, Access and Reasonable Adjustments

Onside Education will make reasonable adjustments to ensure pupils with disabilities, SEND, SEMH needs or other protected characteristics can access education and wider school life.

Reasonable adjustments may include:

- Adapted learning materials.
- Alternative communication methods.
- Additional adult support.
- Environmental adaptations.
- Flexible timetabling where appropriate.
- Assistive technology.
- Access to specialist services.
- Alternative assessment arrangements.

Admission and placement decisions will be made fairly, transparently and without unlawful discrimination.

Where a pupil's needs cannot safely or appropriately be met, decisions will be based on evidence, risk assessment and the school's ability to provide suitable provision rather than on any protected characteristic.

7. Equality in Curriculum and Learning

The curriculum will:

- Promote respect for diversity and difference.
- Reflect a wide range of cultures, beliefs and experiences.
- Challenge stereotypes and prejudice.
- Promote British Values.
- Encourage tolerance and mutual respect.
- Support pupils to understand equality, rights and responsibilities.

Teaching staff will use adaptive approaches to ensure pupils can access learning regardless of ability, background or protected characteristic.

8. Equality in Behaviour, Safeguarding and Exclusions

Onside Education recognises that pupils with SEND, SEMH needs and protected characteristics may experience barriers that influence behaviour, attendance and engagement.

When making decisions regarding:

- Behaviour sanctions.
- Suspensions.
- Exclusions.
- Restrictive interventions.
- Safeguarding responses.
- Reintegration arrangements.

staff will consider:

- Protected characteristics.
- Disability-related behaviours.
- EHCP requirements.
- Reasonable adjustments.
- Individual circumstances.
- Safeguarding needs.

No pupil will be suspended, excluded or disadvantaged because of a protected characteristic.

Behaviour, attendance and safeguarding decisions will be reviewed to identify and address any disproportionality.

9. Harassment, Bullying and Victimisation

Onside Education will not tolerate:

- Bullying.
- Harassment.
- Victimisation.
- Hate incidents.
- Discrimination.
- Prejudice-related incidents.

This includes behaviour relating to:

- Race.
- Religion or belief.
- Disability.
- Sex.

- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Any other protected characteristic.

All concerns will be investigated promptly, proportionately and fairly.

Incidents will be managed in accordance with:

- Behaviour Policy.
- Anti-Bullying Policy.
- Safeguarding Policy.

10. Protected Characteristic Incidents

Any incident involving discrimination, prejudice, harassment or victimisation linked to a protected characteristic will be treated seriously.

Examples include:

- Racist incidents.
- Homophobic incidents.
- Biphobic incidents.
- Transphobic incidents.
- Disability-related harassment.
- Religious discrimination.
- Sex-based harassment.
- Pregnancy or maternity discrimination.

All incidents will:

- Be recorded on Et-Aims.
- Be investigated proportionately.
- Be reviewed by senior leaders.
- Be communicated to parents/carers where appropriate.
- Be used to inform preventative education and staff training.

Serious incidents may also be treated as safeguarding concerns and referred to the DSL.

11. Gender Reassignment

Onside Education respects the dignity, privacy and rights of pupils, staff and visitors who are proposing to undergo, are undergoing, or have undergone gender reassignment.

Decisions will be made on an individual basis, taking account of:

- Safeguarding.
- Wellbeing.
- Legal requirements.
- Privacy.
- The rights and needs of all individuals involved.

The school will work sensitively with pupils, families and relevant professionals to ensure appropriate support is in place.

12. Responsibilities

Proprietor

The Proprietor has overall responsibility for:

- Equality compliance.

- Policy implementation.
- Accessibility planning.
- Monitoring equality outcomes.
- Reviewing equality objectives.
- Receiving annual equality reports.

Head of Provision

The Head of Provision is responsible for:

- Day-to-day implementation of this policy.
- Monitoring pupil outcomes.
- Ensuring reasonable adjustments are implemented.
- Investigating equality concerns.
- Monitoring protected characteristic incidents.
- Supporting staff training and awareness.

Staff

All staff are responsible for:

- Promoting equality and inclusion.
- Challenging discriminatory behaviour.
- Implementing reasonable adjustments.
- Reporting concerns.
- Supporting pupils fairly and consistently.

13. Accessibility

Onside Education maintains an Accessibility Plan which sets out how the school will improve access to:

- The curriculum.
- The physical environment.
- Information and communication.

The Accessibility Plan is reviewed regularly and published in accordance with statutory requirements.

14. Equality Monitoring and Review

The Proprietor and Head of Provision will monitor equality outcomes through analysis of:

- Admissions data.
- Attendance data.
- Behaviour incidents.
- Suspensions and exclusions.
- Protected characteristic incidents.
- Safeguarding records.
- SEND and EHCP outcomes.
- Complaints and concerns.
- Destination data.

Monitoring will be used to identify trends, remove barriers and improve outcomes for pupils.

An annual Equality Monitoring Report will be presented to the Proprietor.

15. Equality Objectives

The school will establish and review equality objectives annually.

Objectives may focus on:

- Attendance.
- Behaviour.
- Curriculum participation.
- Reintegration outcomes.
- Post-16 destinations.
- Accessibility.
- Inclusion and belonging.
- Family engagement.

Progress against objectives will be monitored by the Head of Provision and reviewed by the Proprietor.

16. Complaints

Any individual who believes they have experienced discrimination, harassment or victimisation may raise concerns through:

- The school's Complaints Policy.
- The Behaviour Policy.
- The Anti-Bullying Policy.
- The Safeguarding Policy (where appropriate).

Complaints will be investigated fairly, confidentially and without victimisation.

No individual will suffer disadvantage for raising a genuine concern in good faith.

17. Review

This policy will be:

- Reviewed annually.
- Reviewed following significant legislative change.
- Reviewed following serious incidents or identified equality concerns.
- Approved by the Proprietor.

The effectiveness of the policy will be evaluated through monitoring, stakeholder feedback and equality outcome data.

Equality Commitment

Onside Education is committed to creating an inclusive, respectful and equitable environment where every pupil is valued, every individual is treated with dignity and every learner is supported to achieve their potential regardless of background, circumstance or protected characteristic.