EQUALITY DIVERSITY AND INCLUSION POLICY

Fair treatment, belonging and removal of discriminatory barriers

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP

1 | COMMITMENT AND SCOPE

Provide an environment where learners, families, staff and visitors are treated with dignity and can participate fairly. Applies to admissions, education, employment, services, transport, visits and online conduct. Kate Willis leads implementation, with governance oversight. Follow applicable Equality Act duties for Impact's current provision and employment role; do not assume that every public-sector duty applies automatically.

2 | PROTECTED CHARACTERISTICS

Challenge unlawful discrimination, harassment and victimisation connected with age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation, recognising that the legal protections vary by context. Staff seek appropriate advice for complex cases and consider current law. Respectful treatment extends beyond the minimum legal categories.

3 | FAIR ADMISSION AND COMMISSIONING

Base placement decisions on assessed need, safe deliverability, resources and lawful commissioning arrangements. Consider reasonable adjustments before deciding provision cannot meet need. Record evidence and reasons rather than relying on diagnosis, appearance, family circumstances or assumptions about behaviour. Explain decisions and available review routes clearly to families and commissioners.

4 | DISABILITY AND ACCESS

Identify barriers to curriculum, communication, premises and activities early. Agree and review practical adjustments with learners and relevant adults. Connect support to EHCP and medical information where appropriate. A blanket rule must not replace individual consideration. Use the Accessibility and SEND policies to document actions, responsibilities and whether access improves.

5 | INCLUSIVE CURRICULUM

Select resources and examples that represent varied lives accurately and respectfully. Teach rights, responsibilities, respectful disagreement and challenge to prejudice through age-appropriate learning. Avoid stereotypes about jobs, ability, gender, culture or family. Staff must not require a learner to speak for a whole group or disclose personal experiences to educate others.

6 | RELIGION, CULTURE AND IDENTITY

Consider requests about clothing, food, observance, names and participation sensitively and lawfully. Explain necessary safety restrictions and explore proportionate alternatives. Do not make assumptions about a learner's beliefs or family views. Provide private discussion and seek relevant advice where rights conflict, while maintaining safeguarding and a respectful learning environment.

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7 | RESPONDING TO DISCRIMINATION

Act promptly on racist, sexist, homophobic, transphobic, disability-related or other discriminatory language, images, exclusion or harassment. Protect the person affected, record facts and consider safeguarding. Investigate fairly and provide support and education alongside proportionate consequences. Lack of repeated incidents does not make a serious discriminatory event acceptable.

8 | EMPLOYMENT AND GOVERNANCE

Recruit and develop staff through relevant skills, fair criteria and appropriate safeguarding checks. Consider reasonable adjustments during recruitment and employment. Prevent harassment and retaliation in staff relationships. Investigate employment concerns fairly and use an independent decision route where leadership is implicated. Health or protected-characteristic information must be handled confidentially.

9 | PARTICIPATION AND MONITORING

Seek accessible learner, family and staff feedback. Review access to rewards, activities, qualifications, support and placement continuity for unequal patterns. Use personal data only where lawful, necessary and proportionate, with safeguards against identification in small groups. Record actions and evaluate whether they reduce disadvantage rather than simply counting participation.

10 | REPORTING AND ACCOUNTABILITY

Tell Kate about equality concerns; use Fiona Styler or Jennifer Maunsell where independence is needed. Complaints about discrimination follow Complaints or staff grievance arrangements as appropriate. Safeguarding and adult-conduct concerns must also follow their immediate reporting routes. Do not penalise a person for raising a genuine concern, seeking an adjustment or supporting a complaint.

11 | POLICY CONTROL AND REVIEW

Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Scheduled review: September 2027, or sooner after relevant changes, incidents or feedback. Record actual governance approval and implementation decisions and brief staff on their duties. These policy dates do not assert that approval, staff training or operational checks have already occurred. Use the Complaints or independent reporting route for concerns about implementation.

12 | SOURCES AND RELATED DOCUMENTS

Equality Act 2010 and relevant current statutory interpretation; Impact SEND, Accessibility and Anti-Bullying policies.

legislation.gov.uk/ukpga/2010/15/contents

Check current versions and apply according to Impact's legal and commissioning status.