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Equality, Diversity and Inclusion Policy

PAZPOL155v1

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Version	Action	Author / Reviewer	Verifier	Comments	Last Review
v1.0	New	Ian Brough	Safaraz Ali	Newly Revised	19/08/2026

Review

This policy will be regularly monitored to ensure that the objectives are achieved. In addition to the annual review cycle for this policy, this policy will also be reviewed and where necessary revised in the event of legislative or organisational changes.

Next Review Date

August 2027

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1. Purpose

This policy sets out how Pathway AcademyZone meets its duties under the Equality Act 2010 and how it promotes equality for students, staff and anyone else who comes into contact with the provision.

2. Protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

3. Our duties

We must have due regard to the need to:

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

We must also make reasonable adjustments so that disabled students are not placed at a substantial disadvantage. This is an anticipatory duty — we plan for it rather than waiting to be asked.

4. What this means for our students

A high proportion of our students are disabled within the meaning of the Act, whether or not they or their families would use that word. Many have SEND, autism, ADHD or long-term mental health needs.

- **Adjustment is routine.** Adjustment is the normal way we work, not an exception granted on request.
- **Behaviour and disability.** Where behaviour arises from a disability, that is taken into account before any sanction. Punishing a student for the consequences of their disability is discrimination.

- **Admission.** A student is not refused a placement, or removed from one, because of a protected characteristic.
- **Access to activity.** No student is excluded from an activity on the basis of a protected characteristic. Where an activity cannot be adapted, an equivalent alternative is offered.
- **Representation.** Curriculum materials reflect a range of backgrounds, families and experiences.

5. Prejudice-based incidents

- Any incident motivated by prejudice against a protected characteristic is recorded on CPOMS and reported to the Head of School the same day.
- Such incidents are also a safeguarding matter and are reported to the Designated Safeguarding Lead.
- They are addressed through education as well as consequence. Our students often repeat language they have heard without understanding it, and that is an opportunity to teach.
- Prejudice-based incidents are recorded separately and reported to the proprietorial body termly.
- Parents and carers of both students are informed.

6. Staff and recruitment

- Recruitment is on merit against the person specification, with no reference to protected characteristics.
- Reasonable adjustments are made at application, interview and in employment.
- Training, development and promotion are open to all staff on the same terms.
- Harassment or discrimination by or towards staff is a disciplinary matter.
- Staff may raise concerns under the Whistleblowing Policy without detriment.

7. Accessibility

Our Accessibility Plan sets out how we improve access to the curriculum, to the physical environment and to information. It is reviewed alongside this policy.

Where the premises limit physical access, we say so plainly to commissioners and families at the point of referral rather than after a placement has been agreed.

8. Equality objectives

The organisation sets and publishes equality objectives, reviewed annually. Current objectives:

Objective	Measure
Ensure adjustment for disability is planned before a placement begins, not after difficulty arises	Every student has an individual plan recording adjustments, in place within two weeks

Reduce prejudice-based incidents through explicit teaching	Incidents recorded, analysed termly and addressed within PSHE
Ensure curriculum materials represent a range of backgrounds and experiences	Reviewed annually as part of subject review
Ensure no student is disadvantaged in access to accreditation	Access arrangements identified at baseline and evidenced through normal way of working

9. Monitoring and review

- Admissions, attendance, progress, accreditation and behaviour data are reviewed for any pattern linked to a protected characteristic.
- Prejudice-based incidents are analysed termly.
- Equality objectives are reviewed and republished annually.
- This policy is reviewed annually and following any change to legislation or guidance.

10. Concerns

Anyone who believes they have been discriminated against should raise it with the Head of School. The Complaints Policy applies. Complainants may also contact the Equality Advisory and Support Service or, in relation to an EHC plan, the SEND Tribunal.

11. Related policies

- Accessibility Plan
- SEND Policy
- Anti-Bullying Policy
- Safeguarding Children and Young Person's Policy
- Safer Recruitment Policy
- Complaints and Compliments Policy
- Curriculum Policy

12. Approval

This Policy has been approved by the undersigned and will be reviewed at least annually.

Name:	Safaraz Ali
Signature:	Safaraz Ali
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