

		Date	Review Date
Written by	Debbie Goode	01/09/2026	01/09/2027
Reviewed by	Ryan Goodwin	01/09/2026	01/09/2027

Legal Status

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Public Sector Equality Duty (PSED) and the Equality Act 2010 (Specific Duties) Regulations 2011 apply to public authorities and therefore do not bind TILT Education as an independent school. TILT Education nonetheless adopts the approach voluntarily as good practice: we set equality objectives, review them annually, and keep records showing how we have had due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. Because of the size of our cohort, equality information is monitored and recorded internally rather than published in disaggregated form (see Monitoring and Data below).
- Keeping Children Safe in Education (KCSIE 2026), which requires schools to consider additional safeguarding risks for pupils with protected characteristics
- Online Safety Act 2023, which requires schools to address online harassment, discrimination and extremist content as part of safeguarding and equality work
- Ofsted school inspection toolkit and operating guide (effective September 2026), which places increased emphasis on equality of access, inclusion and diversity across the curriculum

Policy Applies to:

- All pupils, including those attending off-site or alternative provision arranged by TILT Education
 - All staff (teaching and non-teaching), volunteers, contractors and visitors
 - All school activities, including admissions, recruitment, curriculum delivery, enrichment and extra-curricular provision, educational visits and the use of online platforms
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Related Documents

This policy links to the following:

- Accessibility Plan
- Risk Assessment Policy
- **Safeguarding and Child Protection Policy (including KCSIE 2026 updates)**
- **E-Safety Policy**

Policy Availability

This Policy is made available to staff, parents and pupils via the school website or on request. A paper copy may be obtained from the School Office.

This policy is subject to continuous monitoring, refinement, and audit by the Proprietors, who are both the Headteacher and Head of Centre.

Statement of Commitment

TILT Education is committed to encouraging equality, diversity and inclusion, and eliminating unlawful discrimination.

Our aims are to:

- Ensure the school is representative of all sections of society and pupils
- Foster a culture where everyone feels respected and able to give their best
- Apply the principles of the Public Sector Equality Duty as a matter of good practice, by having due regard to the need to:
 - Eliminate discrimination and other conduct prohibited by the Equality Act 2010
 - Advance equality of opportunity between people who share a protected characteristic and those who do not
 - Foster good relations across all characteristics

Protected characteristics include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Roles and Responsibilities

The Headteacher and Head of Centre will:

- Ensure equality objectives are set, recorded and communicated to staff, pupils and parents/carers
- Review progress against the equality objectives at least annually, and record the review
- Remain familiar with all relevant legislation and this policy
- Attend appropriate equality and diversity training
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Identify staff training needs and deliver training as necessary

All staff are expected to:

- Have regard to this document
- Actively work to achieve the objectives set out in this policy

Eliminating Discrimination

TILT Education is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

- Staff responsibilities under the Act are reinforced in meetings and recorded in minutes
- All staff receive equality and diversity training at induction and at least annually thereafter, covering unconscious bias, inclusive classroom practice, reasonable adjustments, SEMH-specific approaches, and online harms including harassment and extremist content (Online Safety Act 2023).
- Training completion is recorded on the staff CPD log and its impact on practice reviewed annually by the Headteacher as part of the quality assurance cycle.
- **Reasonable adjustments are made for pupils and staff with disabilities in line with the Equality Act 2010**

Advancing Equality of Opportunity

The school aims to:

- Remove or minimise disadvantages suffered by people connected to a particular protected characteristic
- Take steps to meet particular needs of people who have a protected characteristic
- Encourage participation in school activities from people with protected characteristics

Fostering Good Relations

We foster good relations by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures across the curriculum
- Holding assemblies and enrichment activities on relevant issues
- Working with the local community and promoting community participation
- Implementing initiatives to deal with tensions between different groups of pupils
- **Embedding digital resilience education to reduce online hate, harassment and extremism (Online Safety Act 2023)**
- Ensuring curriculum planning explicitly develops pupils' understanding of the protected characteristics, British values and digital resilience, and that Personal Development work addresses identity, prejudice-based bullying and strategies for managing online hate or harassment.
- Checking equality practice through the quality assurance cycle — lesson observation, work scrutiny and pupil voice, with pupils who have communication needs supported to contribute.

Equality Considerations in Decision-Making

Equality considerations are taken into account whenever significant decisions are made. For example, when planning trips or activities we consider:

- Religious holidays
- Accessibility for pupils with disabilities
- Equal facilities for boys and girls

- Where a decision is significant — a change to this or another policy, a curriculum change, admissions criteria, or building and site works — the equality considerations taken into account, and any steps taken to mitigate a negative impact, are recorded in writing alongside the decision and reviewed at the annual policy review.

Our Commitment in Practice

TILT Education commits to:

- Creating a culture of dignity and respect, free of bullying, harassment, victimisation and unlawful discrimination
- Providing staff training on equality, diversity and inclusion responsibilities
- Ensuring complaints of bullying, harassment or unlawful discrimination are taken seriously and addressed under grievance/disciplinary procedures
- Supporting staff development, training and progression opportunities fairly
- Reviewing employment practices to ensure fairness and compliance with law
- Monitoring workforce diversity (age, sex, ethnicity, sexual orientation, religion or belief, disability) on a voluntary-disclosure basis and using the findings to improve practice. Given the small number of staff and pupils, this information is held and analysed internally only and is not published in any form from which an individual could be identified, in line with the Data Protection Policy and UK GDPR provisions on special category data.
- Reviewing this policy annually and updating it in line with legal changes

Accessibility and Reasonable Adjustments

Detail on physical accessibility, access to the curriculum, communication and auxiliary aids is set out in the Accessibility Plan, which TILT Education maintains under Schedule 10 of the Equality Act 2010 and reviews alongside this policy. Requests for reasonable adjustments — from pupils, parents/carers or staff — are considered promptly, and the decision and reasons recorded. Where an adjustment requires capital works, it is prioritised through the school development plan and an interim arrangement is put in place in the meantime.

Equality and Safeguarding

Equality and safeguarding are treated as connected rather than separate. The Designated Safeguarding Lead (DSL), or the Deputy DSL in their absence, ensures that equality-related safeguarding risks — including those connected to a pupil's protected characteristics and to online harms — are reflected in pupil risk assessments, Pupil Passports, behaviour support plans and curriculum work. The DSL and Deputy DSL are named in the Safeguarding and Child Protection Policy. Any incident of prejudice-based bullying, hate or harassment is recorded on LearnTrek, handled under the Safeguarding and Child Protection Policy and the Behaviour for Success Policy, and referred onward where the threshold for referral is met.

Monitoring, Oversight and Review

TILT Education does not have a separate governing body: the Proprietors are also the Headteacher and Head of Centre. The Proprietors review progress against the equality objectives at least annually and record that review. To provide a degree of external challenge to that self-review, equality and accessibility are also considered as part of the annual visit by the school's independent adviser and the associated review group, which includes pupils with a disability. This policy is reviewed annually, and sooner following any significant change in legislation or statutory guidance.

Equality Objectives

Our objectives are reviewed annually and refreshed at least every four years. Because every pupil at TILT Education is placed under an EHC plan, internal comparisons between pupils with and without SEND are not meaningful. Objectives are therefore expressed as pupil numbers against a stated baseline, and progress is measured against each pupil's own starting point and EHC plan outcomes. Baseline figures are agreed and recorded by the Proprietors at the start of each academic year.

- **Enrichment:** every pupil on roll participates in at least one enrichment activity each term. Where a pupil does not, the barrier is identified, recorded and addressed in their Pupil Passport. Measured by pupil count against the number on roll each term.
- **Attendance:** improve each pupil's attendance against their own baseline at the point of admission, and reduce the number of pupils who are persistently absent term on term. Measured by pupil count rather than percentage, and reported at the half-termly attendance and behaviour meeting.
- **Attainment:** increase the number of pupils making or exceeding the progress expected against the outcomes specified in their EHC plan, reviewed at each annual review. Benchmarked where possible against comparable SEMH special school settings rather than against national non-SEND averages.
- **Curriculum:** complete an annual curriculum audit checking that subject content reflects diversity and that resources are accessible to pupils with SEMH and communication needs. Actions arising are added to the school improvement plan with named owners and dates.