



ACHIEVE BEYOND
SCHOOLS

“We R.A.I.S.E. each other”

Equality Policy

Independent School Standards: paragraphs 2(2)(d)(ii), 5(b)(vi), 34
and the Equality Act 2010

Latest review and update	February 2026
Next external review and update	February 2027

AIM

Achieve beyond Schools are committed to tackling the barriers which could lead to unequal outcomes for identified groups and individuals including pupils, adults, families, and visitors in school, ensuring that there is equality of access and celebrating & valuing the strengths within our schools. We are all responsible for the implementation of this equality policy which includes keeping abreast of equalities legislation, challenging and dealing with incidents of discrimination, bias and stereotyping and ensuring that we never discriminate on any protected characteristic under the Equality Act 2010 which include:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We believe that equality at our schools should filter through all aspects of school life, including our school values. Every member of the school community should feel safe, secure, valued and of equal worth. At ABS, equality is a key principle for treating people with dignity and respect, irrespective of the protected characteristics listed above.

CURRICULUM

We aim to provide all our pupils with the opportunity to succeed and achieve through the curriculum by ensuring:

- Planning reflects a commitment to equality
- Relationships Education (RE) is formally taught to pupils in Key Stages 1–2 and Relationships and Sexual Education (RSE) is taught at Key Stage 3
- Where necessary, reasonable adjustments are made to the curriculum to ensure that pupils' needs are catered for
- There are opportunities in the curriculum to explore concepts and issues related to identity and equality
- Attitudes and values that challenge discriminatory behaviour and language, including antisemitism, are promoted
- Non-stereotypical materials are used in the teaching of all subjects, which reflect accurately a range of cultures, identities and lifestyles
- **All teaching is unbiased and balanced. Teachers know that they must never promote partisan political views in the teaching of any subject. Where political issues are brought to the attention of pupils, teachers always offer pupils a balanced presentation of opposing views**
- Provision is made to provide for the cultural, social, moral and spiritual needs, including faiths, of all pupils through the planning of assemblies, classroom based and off-site activities.

PUPILS' PROGRESS AND ACHIEVEMENT

We have high expectation of both pupils and adults. To secure the best possible outcomes, we recognise that:

- Schools like ours must place the highest of priorities on the provision for special educational needs and disability
- Adults in the schools are expected to be good, positive role models
- It is important to identify the particular needs of individuals and groups within the schools and to use targeted interventions to narrow gaps in progress and achievement.

ETHOS

We know that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. There should be a feeling of openness and tolerance, which welcomes everyone to our schools. Reasonable adjustments will always be made to ensure access for pupils, adults and visitors with disabilities. Pupils are given an effective, equal voice, for example through 'Pupil Say'.

RECRUITMENT

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and adhere to best safeguarding practices to ensure good equality practice through the recruitment and selection process (members of our recruitment panels must have completed Safer Recruitment training).

CHALLENGING HARASSMENT AND BULLYING

The schools counter and challenge all types of discriminatory behaviour and this is made clear to adults, pupils, families and other stakeholders. The schools have a clear, agreed procedure for dealing with prejudice-related bullying incidents within its preventing bullying strategy and staff discipline procedures. Where incidents of misbehaviour and bullying occur in relation to equality (e.g. discriminatory language), these will be dealt with robustly in line with our behaviour policy for pupils and our staff discipline, conduct & grievance procedures for adults.

ABS has a zero-tolerance stance on sexual harassment. All reasonable steps are proactively taken to reduce the possibility of sexual harassment in the workplace, including by third parties. Any incidents are dealt with robustly in line with our whistleblowing policy and our staff discipline, conduct & grievance procedures.

PARTNERSHIPS WITH FAMILIES AND THE WIDER COMMUNITY

We aim to work in partnership with families by:

- Ensuring that there is good communication to capture and act upon the views of parents/carers
- All families of newly arrived pupils e.g. pupils with disabilities, EAL, travellers are made to feel welcome
- Operating an 'open door' policy to accessing Headteachers.