

St Annes College Grammar School



Equality, Inclusion and Objectives Policy

Status	Revised draft for approval
Registered proprietor	St Annes College Ltd
Operational lead	Principal, Miss Abigail Welsby
Policy date	27 th September 2026
Review	Annual review each September, or sooner if required

1 Purpose and legal scope

St Annes College Grammar School (SACGS) is an independent, co-educational day school with a registered age range of 2 to 19 years, including nursery and sixth form provision. This policy explains how we prevent unlawful discrimination, make reasonable adjustments, promote respect and check whether pupils can participate and progress. It applies to decisions about admission, education, activities, behaviour, welfare and access to facilities. Employment decisions are covered by the school's employment policies and the applicable Equality Act provisions.

The Equality Act 2010 applies to independent schools. Its school-specific rules cover discrimination, harassment and victimisation in relation to pupils and prospective pupils; disabled pupils and applicants are entitled to consideration of reasonable adjustments, including auxiliary aids and services where required. The precise protections differ across education, employment and other contexts. The nine protected characteristics listed in the Act are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Listing them does not mean each operates identically in every decision about pupils. We take account of the current law and guidance when applying them.

The Education (Independent School Standards) Regulations 2014 require SACGS to encourage respect for others, with particular regard to protected characteristics, through its curriculum and wider school life; teaching must not unlawfully discriminate. Keeping Children Safe in Education (KCSIE) 2026 requires a whole-school approach to recognising and addressing racism and other prejudice-based harm as a safeguarding matter where appropriate. SACGS chooses to publish equality objectives and review progress. This voluntary publication does not describe the school as automatically subject to the Public Sector Equality Duty or its specific publication timetable.

2 Our commitments in practice

We treat each person with dignity and consider their own circumstances. We aim for high expectations and meaningful access across academic, vocational and personalised pathways, including for pupils with SEND, EHC plans, English as an additional language (EAL), medical needs and social or emotional barriers. Pupils may belong to several groups and should not have to fit a single label to receive support or challenge.

Teachers plan for varied starting points and remove avoidable barriers through appropriate instruction, resources and assessment. Leaders consider reasonable adjustments when a school rule, practice or activity puts a disabled pupil at a substantial disadvantage. The school makes and records an individual decision rather than assuming that a diagnosis, behaviour, attendance history or anticipated cost settles the question. Reasonable adjustments may include changes to teaching, communication, access to activities, equipment, timetables or support. Plans for physical accessibility are addressed in the Accessibility Plan. Specified educational provision in an EHC plan is mapped, delivered and reviewed through the SEND procedures; the local authority retains its statutory duty to secure it.

The school challenges racist, sexist, faith-targeted, homophobic, biphobic, disability-related and other prejudice-based conduct, whether in person or online. Staff respond to incidents under the Behaviour and Anti-bullying Policies, assess the impact on everyone involved, record what happened and actions taken, and refer any possible harm or safeguarding concern to the designated safeguarding lead (DSL) without delay. Staff do not dismiss discriminatory conduct as banter or wait for a repeated pattern before taking a safeguarding concern seriously. Responses include support for the person harmed, proportionate action with the person responsible and review of any wider pattern or aspect of school culture.

3 Curriculum, personal development and school life

The Whole School Curriculum Policy and subject plans show how age-appropriate teaching promotes respect with particular regard to protected characteristics. Personal development, PSHE and relationships education help pupils understand rights, responsibilities, difference, stereotypes, respectful disagreement and where to seek help. It is not sufficient simply to say we respect everyone: leaders check what is planned, taught and understood. Materials include diverse perspectives without stereotyping, and staff adapt explanations and communication so pupils with SEND or EAL can participate. Teaching is sensitive to age and development and consistent with current statutory guidance.

Pupils have equitable opportunities to take part in visits, sport, arts, clubs, careers education, leadership and work experience. Where participation is difficult, staff explore adjustments and the pupil's wishes before deciding arrangements. Accessibility, dignity, privacy and safety are considered for facilities and physical activities on an individual basis. Individual assessment and the current safeguarding and equality guidance inform arrangements involving a pupil who is questioning their gender; concerns are managed compassionately and confidentially with parental involvement as appropriate and with proper regard to other pupils' rights and safety.

4 Admissions, staff and communication

Admission decisions follow the Admissions Policy and Equality Act. SEND, disability, EAL, a need for pastoral support or an EHC plan is not itself a reason for refusal. Staff consider adjustments during visits and assessment, obtain relevant information, and record an individual decision. Local authority EHC plan consultations and privately funded applications follow their distinct routes.

Employment, recruitment, pay, training and development decisions follow the school's staff policies and employment law. Managers consider reasonable adjustments for disabled applicants and staff and respond to harassment and victimisation. The school offers accessible ways for families and pupils to communicate concerns and seeks interpretation or communication support where necessary. It avoids making assumptions about a pupil's ability, home language, family circumstances or beliefs.

5 Equality objectives for 2026 to 2029

These are school improvement commitments. The September 2026 baseline will be drawn from existing school records; leaders will record the baseline and any data gaps before measuring change. Targets describe intended practice and do not claim results already achieved. Small groups will be reported in ways that protect pupil confidentiality.

Objective 1 Deliver and evaluate EHC plan provision

Lead: SENCO, supported by the Principal. By the end of the autumn term 2026, maintain a current provision map or equivalent for each pupil with an EHC plan, identifying the provision specified in Section F, who delivers it, its stated frequency or duration and how delivery is evidenced. Check implementation at least termly and act promptly on any gap with the commissioning authority. Assess the effect on participation and progress using pupil, parent and teacher views and work or assessment evidence. Report the proportion of current plans mapped and reviewed and describe remedial action without publishing identifiable cases.

Objective 2 Improve access and participation

Lead: Vice Principal for Curriculum and Assessment with the SENCO. Establish autumn 2026 baselines for participation in lessons, activities, visits, careers and enrichment, together with attendance and persistent absence. Review them termly for barriers affecting disabled pupils, pupils with SEND or EAL and others whose participation is low. Agree individual support or reasonable adjustments and check their effect at the next review. Report changes with contextual explanation, avoiding simplistic comparisons between small groups or treating improved attendance alone as proof of safety or wellbeing.

Objective 3 Teach respect and respond to prejudice-based harm

Lead: Vice Principal for Curriculum and Assessment and DSL. By the end of the spring term 2027, audit PSHE and relevant subject plans for age-appropriate teaching about protected characteristics, stereotypes, racism and respectful relationships, and address identified gaps. Record discriminatory incidents consistently, including pupil views, support, safeguarding referral decisions and follow-up. Review patterns at least termly and evaluate whether pupils know how to report concerns. Do not use a raw reduction in reports alone as evidence that harm has fallen; increased confidence to report may initially raise numbers.

Objective 4 Develop staff capability and consistent decisions

Lead: Principal with SENCO and DSL. Include equality duties, reasonable adjustments, accessible communication and prejudice-based safeguarding harm in the annual training and induction programme. Maintain completion records and use a sample of admissions, curriculum, behaviour and support decisions each term to check that adjustments and reasons have been recorded. Agree and track actions where practice is inconsistent. Use staff and pupil feedback to assess whether training has changed practice, not only whether staff attended.

6 Monitoring, accountability and privacy

St Annes College Ltd, as registered proprietor, is accountable for the school's compliance with relevant equality law and independent school standard. The Principal leads implementation, assigns resources, monitors admissions and decisions and ensures the objectives are reviewed. The SENCO oversees SEND provision; the DSL oversees safeguarding responses to discriminatory harm; curriculum leaders check teaching and participation; every member of staff challenges prejudice, makes adjustments within their role and reports concerns. Pupils are taught how to seek help and treat others respectfully.

Leaders use appropriate information on admissions, attendance, behaviour, exclusions, attainment, participation, complaints, safeguarding and pupil and parent views to identify possible barriers. They consider whether different factors overlap, whether the evidence is reliable and whether patterns require a safeguarding response. Information is stored and shared under data protection and safeguarding policies. Published reports describe actions and progress without identifying individuals, particularly within small cohorts.

This policy and the objectives are published on the school website and reviewed each September. The objectives may be revised earlier when evidence shows a more effective action is needed. Related documents: Accessibility Plan, Admissions Policy, SEND Policy, Whole School Curriculum Policy, Behaviour and Exclusions Policy, Anti-bullying Policy, Attendance Policy, Safeguarding and Child Protection Policy, Staff Code of Conduct and Complaints Procedure.