



Equality Policy

Version	Date	Author	Changes
1.0	Sept 2024	N Bowker	Policy Created
1.1	May 2026	R Martin	Amendments to policy: merge of x3 policies into one overarching document.

1. Statement of Intent

Supreme Start is committed to providing a safe, inclusive and equitable environment in which every pupil, member of staff and stakeholder is valued and able to thrive. As an independent primary school with an autism specialism, we recognise that equality does not always mean treating everyone the same; rather, it involves understanding and responding to individual needs through reasonable adjustments and inclusive practice.

We are committed to:

- Eliminating unlawful discrimination, harassment and victimisation
- Advancing equality of opportunity
- Fostering good relations across our community
- Promoting inclusion, wellbeing and belonging for all

2. Legal and Regulatory Framework

This policy reflects current UK legislation and statutory guidance, including:

- Equality Act 2010 (including Public Sector Equality Duty - PSED)
- Independent School Standards (ISS)
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (KCSIE – 2025)
- Human Rights Act 1998
- Education and Inspections Act 2006
- UK GDPR and Data Protection Act 2018
- Special Educational Needs and Disability Regulations 2014

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour Policy
- Anti-bullying Policy
- Admissions Policy
- Complaints Policy
- Staff HR policies

3. Protected Characteristics

We recognise the following protected characteristics under the Equality Act 2010:

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

We also recognise intersectionality and the additional barriers faced by individuals with multiple protected characteristics.

4. Roles and Responsibilities

Proprietor

- Holds ultimate accountability for compliance with equality legislation
- Ensures policies meet Independent School Standards

Headteacher

- Leads implementation of this policy
- Ensures staff training and compliance
- Reports annually on equality data and progress
- Monitors and reviews discriminatory incidents
- Ensures safeguarding responses are appropriate
- Reports trends to the Proprietor and Governing Board

Staff

- Promote inclusive practice
- Challenge discrimination and bias
- Record and report incidents as per processes and policies

Pupils

- Treat others with respect
- Report concerns or discrimination

5. Public Sector Equality Duty (PSED)

The school will:

- Publish equality information annually
- Set and review equality objectives every four years
- Analyse data to identify gaps and barriers

6a. Equality Information

The school publishes the following equality information annually:

Pupil characteristics (SEND, EAL, gender, etc.)

Behaviour and incident data, including prejudice-related incidents Attainment and progress data for key groups

Staff recruitment, retention and workforce composition (anonymised)

This information is reviewed by the Headteacher and Proprietor and published on the school website. The first publication of this data will be in September 2026.

6b. Equality Objectives (2025–2029)

1. Reduce discriminatory incidents

- a. Reduce recorded incidents of discriminatory or prejudicial language by 30% by July 2027.

2. Improve outcomes for pupils with autism/SEND

- a. Improve progress data for pupils with ASD in core subjects by at least 15% by July 2028.

3. Staff training and competence

- a. Achieve 100% staff completion of annual training on equality, safeguarding and autism-inclusive practice.

4. Accessibility and inclusion

- a. Audit and improve sensory environments and accessibility across all settings annually.

Progress toward these objectives will be reviewed annually and published on the school website. The first review of these objectives will take place in September 2026.

7. Inclusion for Pupils

We recognise that many of our pupils have additional needs, particularly autism. Therefore, we:

- Treat behaviour as communication
- Provide structured, predictable environments
- Use visual supports and alternative communication systems (AAC)
- Make reasonable adjustments to curriculum, environment and expectations
- Provide sensory regulation strategies
- Ensure staff are trained in neurodiversity-informed practice

The curriculum is adapted to:

- Promote equality and diversity
- Avoid stereotypes
- Reflect diverse experiences

We also adopt autism-specific approaches including:

- Low arousal and co-regulation approaches to behaviour
- Sensory profiling and personalised sensory diets
- Use of individualised timetables and transition support
- Recognition of masking and anxiety in autistic pupils
- Close collaboration with families and external professionals

8. Safeguarding and Discrimination

All discriminatory incidents are treated seriously and may constitute safeguarding concerns.

The school will:

- Record incidents using safeguarding systems
- Respond in line with KCSIE
- Notify external agencies where appropriate
- Monitor patterns and trends
- Evaluate any patterns of behaviours and ensure that follow-up work takes place to either educate pupils on behaviours or sanction based on severity and context of the behaviour

All incidents are recorded on the school's safeguarding system (e.g. CPOMS) and overseen by the Designated Safeguarding Lead (DSL). Incidents involving protected characteristics are monitored termly to identify patterns and inform interventions.

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9. Staff Equality and Employment

The school is committed to fair and equitable employment practices including:

- Inclusive recruitment and selection
- Equal access to training and promotion
- Reasonable adjustments for disability
- Fair disciplinary and grievance procedures

All staff are responsible for upholding equality in their interactions with pupils and colleagues.

10. Reasonable Adjustments and Accessibility

The school will make reasonable adjustments to ensure that disabled pupils and staff are not disadvantaged.

This includes:

- Physical adaptations
- Curriculum differentiation
- Provision of auxiliary aids
- Individualised support plans

The Accessibility Plan is reviewed regularly.

11. Addressing Bullying and Prejudice

The school has zero tolerance for discrimination, harassment or bullying.

We will:

- Respond promptly to incidents
- Support victims
- Apply sanctions where appropriate
- Provide restorative and educational responses

12. Data Collection and Monitoring

The school collects and analyses data related to:

- Pupil progress (including SEND and protected groups)

- Behaviour and incidents
- Staff recruitment
- Staff retention and progression
- Training completion rates

13. Complaints

All complaints relating to discrimination will be managed through the Complaints Policy.

14. Publication and Review

- Equality information is published annually
- Objectives are reviewed every four years
- This policy is reviewed annually by the Headteacher and Proprietor

This policy will be reviewed by the Headteacher and Proprietor in April 2027.

15. Commitment to Continuous Improvement

The school is committed to embedding equality, diversity and inclusion into all aspects of school life and continuously improving practice in line with legislation, guidance and the needs of our community.

