



Auckland College Independent School

Every Pupil Matters, Every Moment Counts

Equality, Equity, Diversity & Inclusion(EEDI)Policy





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Equality, Equity, Diversity & Inclusion (EEDI) Policy

Introduction

Auckland College Independent School is an all-through, co-educational independent school for pupils aged 3–16 years, including nursery provision on site (Auckland House). The school operates a 51-week wraparound care model and welcomes staff, volunteers, governors, pupils, parents, and visitors from diverse ethnic, cultural, and faith backgrounds. The school community includes all these groups.

Commitment to EEDI

The school promotes equality, equity, diversity, and inclusion throughout all areas of school life. Pupils are taught to respect and value others, understand and uphold Fundamental British Values, and challenge discrimination wherever it occurs.

Protected Characteristics

The school recognises the following protected characteristics under the Equality Act 2010:

- Age
- Sex (including gender reassignment)
- Disability
- Race, nationality, or ethnic origin
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Marriage and civil partnership

Expectations

All members of the school community are expected to adhere to this policy. The school opposes any form of discrimination, harassment, bullying, or victimisation and actively seeks to remove barriers to learning, participation, and achievement.

Policy Alignment

This policy aligns with all school policies, ensuring consistent EEDI practice across Admissions, Behaviour, Exclusion, Anti-Bullying, SEND, Accessibility, Managing Educational Visits, and School Uniform protocols.

Policy Statement

Objectives:

- Promote equality, equity, diversity, and inclusion for all members of the school community.



- Remove barriers to learning, participation, and achievement.
- Foster positive relationships between people with and without protected characteristics.
- Actively challenge discriminatory behaviour, assumptions, and stereotypes.
- Promote Fundamental British Values: democracy, the rule of law, individual liberty, and mutual respect.
- Provide reasonable adjustments for pupils with disabilities or SEND to ensure full participation.
- Ensure compliance with statutory requirements and ISI standards.

Public Sector Equality Duty (PSED): Auckland College complies with the PSED by eliminating discrimination, advancing equality, and fostering good relations – evidenced in annual EEDI Report to Governors.

Forms of Discrimination

- **Direct discrimination:** Treating a person less favourably due to a protected characteristic, or due to association with someone who has a protected characteristic.
- **Indirect discrimination:** Applying a policy or practice that disadvantages people with a protected characteristic without objective justification.
- **Discrimination arising from disability:** Treating someone unfavourably because of something connected to their disability, without proportionate justification.
- **Harassment:** Unwanted conduct related to a protected characteristic that violates dignity or creates a hostile environment.
- **Victimisation:** Subjecting someone to detriment because they have complained about discrimination or supported a complaint.

Admissions

The school welcomes applications from pupils of all backgrounds. Admissions decisions are based on a pupil's potential to benefit from the school's educational provision. No discrimination will occur against applicants with SEND, disabilities, or other protected characteristics. Reasonable adjustments will be made to support pupils' needs during admissions, assessments, and transitions. Parents must provide information about disabilities, learning differences, or other needs to allow the school to offer appropriate support.

Education and Associated Services

Equal access to curriculum, co-curricular activities, clubs, wraparound care, and trips. Positive action may be taken to support pupils from underrepresented groups, pupils with disabilities, or those requiring additional support. Teaching materials, methods, and assessment practices are reviewed to avoid bias and stereotypes. Pupils are encouraged to work and socialise inclusively and develop respect for all members of the community. Bullying or harassment related to protected characteristics is strictly prohibited.



Nursery Provision – Auckland House

EEDI principles apply from the earliest years. Nursery activities ensure inclusive access and developmental equity (e.g., sensory-inclusive play for SEND, Makaton signing). Reasonable adjustments enable participation of children with disabilities or additional needs. Staff are trained to recognise diversity, promote equity, and intervene in discriminatory behaviour.

Disability and Special Educational Needs

Following SEND Code of Practice and Equality Act 2010 requirements. Reasonable adjustments cover all aspects of school life: curriculum, timetabling, facilities, clubs, trips, sports, and pastoral activities. Examples include:

- Accessible interview rooms
 - Extra time in assessments for dyslexic pupils
 - Large-print or alternative exam papers
 - Modified timetables for accessibility
 - Inclusive sports opportunities
- Auxiliary aids and services are considered to support disabled pupils. Accessibility Plan ensures continuous improvement of physical environment and delivery of information.

Religious Belief

The school welcomes pupils of all faiths or none. Reasonable accommodation for religious observance, dress, dietary requirements, and cultural practices, subject to safety and welfare (e.g., faith assemblies).

School Uniform

Uniform expectations applied consistently, with reasonable adjustments for disability, faith, or cultural needs. Requests for alternative uniform items are considered by Heads of School.

Pupils with English as an Additional Language (EAL)

Pupils receive additional language support coordinated by the SENDCo. Pastoral support ensures EAL pupils are fully integrated and included in school life. Multilingual notices (top 5 categories: Arabic, Mandarin, Spanish, Polish, Urdu) and buddy system.

Responsibilities

Board of Governors: Ensure policy effectiveness, statutory compliance, and monitoring.

Heads of Upper and Lower School: Lead implementation, monitor outcomes, and ensure staff training.

Staff: Promote inclusive practice, challenge discrimination, and support all pupils equitably.



Pupils: Respect diversity, challenge stereotypes, and contribute to a positive school culture.

Reporting and Recording Incidents

Allegations of discrimination, harassment, or bullying should be reported promptly. Complaints handled confidentially through the school's complaints procedure. Breaches may result in disciplinary action. Records maintained to monitor incidents and identify patterns requiring

Monitoring and Review

Monitoring of pupil diversity, admissions, attainment, participation, and incidents related to protected characteristics. Annual data review: admissions by characteristic (target: reflective of local demographics); attainment gaps <5%; participation rates 95%+; incidents <10/year. Heads of Upper and Lower School review the policy annually and report outcomes to the Board of Governors. Data informs proactive actions to remove barriers and promote inclusion.

Publication

Policy is available on the school website and on request. Summaries provided to parents, staff, and pupils in accessible formats.