

Equality, Diversity and Inclusion



SENDCo: Megan Lamb

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Introduction

At Tuition Extra we respect and value difference. We promote a welcoming, safe and inclusive environment for staff, learners, parents, carers and visitors. We are committed to ensuring equality of opportunity and support for all, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or socio-economic background. We aim to provide a fully inclusive service in which every person feels proud of their identity and able to participate fully within the service's community. We believe that a diverse community is a strength which should be respected and celebrated by all those who learn, teach, work with or visit us.

Context

The Equality Act 2010 protects individuals from discrimination, harassment and victimisation because of protected characteristics. As a tuition centre and education provider, Tuition Extra is committed to applying these duties fairly and consistently across centre-based, online and home tuition provision, including where services are commissioned by schools, local authorities or other partners. The following policy meets the requirements of the Equality Act 2010.

Equality and the Law

The Equality Act (2010) has replaced all previous existing equality regulations, including those relating to race, disability and gender. The Equality Act (2010) is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Protected characteristics covered by the Equality Act (2010) include:

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

It is also unlawful to discriminate against someone because of their association with a person who has a protected characteristic, or because they are perceived to have a protected characteristic.

The Equality Act (2010) also makes it unlawful for the responsible body of an education service to discriminate against, harass or victimise a learner or potential learner in relation to:

- Admissions
- The way it provides education for learners
- The way it provides learners access to any benefit, facility or service
- Excluding a learner or subjecting them to any detriment

The equality objectives and action plan at the end of this policy outline the actions we will take to meet our responsibilities under the Equality Act 2010 and to promote equality, inclusion and accessibility across our tuition provision.

The Legal Framework

Discrimination can take the following forms. Including:

Direct Discrimination – This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.

Indirect Discrimination – This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic, and which cannot be justified as a proportionate means of achieving a legitimate aim.

Victimisation – This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.

Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.

Disability Discrimination – This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

Unlawful Reasons for Discrimination

Sex

It is not permissible to treat a person less favourably on the grounds of sex, marital status, civil partnership, pregnancy or maternity, gender reassignment or transgender status. This applies to men, women and those undergoing or intending to undergo gender reassignment. Sexual harassment of men and women can be found to constitute sex discrimination.

Age

It is not permissible to treat a person less favourably because of their age. This applies to people of all ages.

Disability

It is not permissible to treat a disabled person less favourably than a non-disabled person. Reasonable adjustments must be made to give the disabled person as much access to any services and ability to be employed, trained, or promoted as a non-disabled person.

Reasonable adjustments may include adaptations to teaching methods, learning resources, communication approaches, assessment arrangements, access to online learning, centre-based tuition, home tuition, session timings, assistive technology, physical access and support for learners with SEND or an EHCP. Adjustments will be considered on an individual basis and reviewed where needs change.

Race

It is not permissible to treat a person less favourably because of their race, the colour of their skin, their nationality or their ethnic origin.

Sexual Orientation

It is not permissible to treat a person less favourably because of their sexual orientation.

Religion or Belief

It is not permissible to treat a person less favourably because of their religious beliefs or their religion or their lack of any religion or belief.

Purpose

- To enable all learners/staff to maximise their potential and develop a high level of self-esteem.
- To promote and develop positive attitudes and respect for others regardless of gender, race, religion, culture, SEND, disability, background or any protected characteristic.
- To develop an awareness of different ways of life, beliefs, opinions and ideas in our society.
- To counter prejudice and avoid stereotyping.

Implementing the Equality, Diversity and Inclusion Policy

Providing High Quality Teaching and Learning

At Tuition Extra our curriculum is carefully planned to ensure coverage of a variety of topics referring to different countries and cultures. We celebrate diversity and believe that an understanding of other people's faith, lifestyle or heritage encourages tolerance and we work hard to promote this acceptance in the everyday life of the provision.

We aim to ensure that every learner makes good progress and achieves well by:

- Using fully inclusive teaching and learning approaches to engage all our learners. Teaching styles should enable the promotion of positive attitudes, a sense of personal worth and foster a positive atmosphere of mutual respect and trust.
- Monitoring achievement data by ethnicity, gender, disadvantage and disability and intervening decisively when required.

- Rigorous analysis of students' progress to determine and inform the strategies we will use to support groups of learners and individuals.
- Setting challenging targets for all learners.
- Using teaching resources which avoid stereotyping and reflect the diversity of the service and local community in terms of race, gender and disability.
- Promoting attitudes and values that challenge all discriminatory behaviour and prejudices.
- Seeking the positive involvement of all parents / carers in their child's education.
- Encouraging discussion of equality issues which reflect social stereotypes, expectations and their impact upon learning. As a service we work to promote the principles of fairness and justice for all through the educational opportunities we provide.
- Challenging stereotyping and prejudice whenever and wherever it occurs.
- Ensuring that all recruitment, employment, promotion and training systems are fair to all and we provide opportunities for everyone to achieve.

The Role of the Head of Centre

The Head of Centre has overall responsibility for the implementation of the service's Equality Policy and will ensure that all members of staff are aware of the Equality Policy and that these guidelines are applied fairly in all situations.

The Head of Centre is responsible for promoting equality of opportunity within the curriculum and wider community. They will treat all incidents of prejudice, stereotyping, victimisation and harassment with due seriousness.

Equality-related incidents, including discriminatory language, harassment, bullying, hate incidents or victimisation, must be recorded, reported to the Head of Centre or Designated Safeguarding Lead where appropriate, investigated promptly and monitored for patterns or repeat concerns. Where an incident may affect a learner's welfare or safety, safeguarding procedures will be followed. Where provision is commissioned by a school, local authority or other partner, relevant reporting procedures will also be followed where applicable.

Monitoring and Review

The SLT of Tuition Extra monitor this policy on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.

This policy is reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the Service's equality obligations.

Equality Objectives and Action Plan

Objective	Action	Lead	Timeframe	Evidence / Review
Improve accessibility across tuition provision	Review access needs for centre-based, online and home tuition and agree reasonable adjustments for learners, staff and visitors.	Head of Centre / SENDCo	Ongoing; reviewed annually	Adjustment records, learner plans, feedback and review notes
Promote inclusive teaching and learning	Ensure teaching resources reflect diversity, avoid stereotyping and support learners with SEND, EHCPs and differing communication needs.	Education Lead / Tutors	Termly	Curriculum reviews, tutor feedback and learner progress data
Monitor and respond to equality-related incidents	Record, review and act on concerns linked to discrimination, harassment, bullying, hate incidents or victimisation.	Head of Centre / DSL	Ongoing; reviewed termly	Incident logs, safeguarding records where relevant, SLT review actions
Use data to identify and reduce barriers	Review patterns in attendance, engagement, progress and outcomes by relevant learner characteristics where data is available and appropriate.	SLT / SENDCo	Termly	Progress data, attendance records and intervention plans

Strengthen staff awareness	Ensure staff understand equality duties, reasonable adjustments, inclusive communication and reporting expectations.	Head of Centre / HR	Annually and during induction	Training records, induction checklists and policy acknowledgement
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APPENDIX 1

What do we understand by disability?

Tuition Extra recognises that *disability* is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.

We understand *inclusion* to be the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

How we will promote disability equality and accessibility

By challenging barriers and negative attitudes to disability, and by making reasonable adjustments wherever needed, we will actively seek to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Equality Act 2010.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled persons in public life.

APPENDIX 2

Anti-Racism/Anti-Sexism

We believe that it is the right of all learners to receive the best education that Tuition Extra can provide. We do not tolerate racism, sexism, ableism, homophobia, transphobia, religious discrimination, prejudiced behaviour or discrimination linked to any protected characteristic. We challenge all incidents of discrimination, harassment, bullying, hate incidents and prejudice. Where an incident occurs, we follow Tuition Extra procedures and, where applicable, school, local authority or commissioning partner procedures. Serious or safeguarding-related concerns must be referred immediately to the Head of Centre and/or Designated Safeguarding Lead.

We understand that stereotyping and prejudice are caused by ignorance and poor self-image on the part of the perpetrator. Through positive educational experiences and support for each individual's point of view we aim to promote positive social attitudes and respect for all.