

Single Equality Policy

Roselyn House School

2026 – 2027



Approved by:	Jack Birkenhead	Date: 07.07.2026
Last reviewed on:	July 2026	
Next review due by:	July 2027	

1. Legal Framework

We welcome our duties under the Equality Act 2010 to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics) and advance equality of opportunity and foster good relations in relation to age (as appropriate), sex, race (including ethnicity), religion and belief, sexual orientation and transgender, pregnancy and maternity, gender reassignment, marriage and civil partnership.

We follow Ofsted Criteria in that Roselyn House School is 'an inclusive community in which the students all feel safe and valued. The school actively advances equality of opportunity, tackles discrimination and fosters good relations.'

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Keeping Children Safe in Education (KCSIE) 2026, the Independent School Standards and the SEND Code of Practice. Equality, diversity and inclusion arrangements operate alongside safeguarding procedures to ensure that concerns involving discrimination, harassment, prejudice-related incidents, online abuse, unexplained welfare concerns or protected characteristics are identified, recorded and acted upon appropriately.

The Equality Act 2010 requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or "general duty"

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

2. Aims

We aim to promote respect and equality across all protected characteristics, including sexual orientation and gender identity, and preparing students for life in diverse 21st Century Britain. We challenge discrimination and aim to provide positive information about different groups of people that is non-stereotyping, this includes LGBTQ+ people.

Guiding principles

In fulfilling the legal obligations cited above, at Roselyn House School, we are guided by nine principles:

NINE PRINCIPLES

Principle 1: All learners are of equal value.

It is unacceptable for educational attainment to be affected by gender, disability, race, social class, sexual orientation or any other factor unrelated to ability. Every child deserves a good education and every child should achieve high standards. (The Education Act 2011 Equalities Impact Assessment).

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, national origin or national status.
- Whatever their gender and gender identity.
- Whatever their religious or non-religious affiliation or faith background.
- Whatever their sexual orientation.

Principle 2: We recognise and respect difference and understand that diversity is a strength.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to disability, so that reasonable adjustments are made:

- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- Gender, so that the different needs and experiences of all gender identities are recognised.
- Religion, belief or faith background.
- Sexual orientation.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Roselyn House School actively promotes positive attitudes and mutual respect between groups and communities different from each other. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.

- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between all young people, and adults and an absence of sexual, homophobic, biphobic and transphobic harassment.
- Supportive of different gender identities and gender expression by adapting systems to recognise a wider range of gender identities and titles. This includes providing support and understanding to individuals who wish to take, or have taken, steps to present themselves in a gender different to their birth gender, or in a gender fluid way
- Efforts to remove unnecessary gendering in our setting and communicate to staff about how this should be done.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whatever their age.
- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whatever their gender and sexual orientation, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

We expect that all students can make good progress and achieve to their highest potential.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious backgrounds.
- Genders.
- Heterosexual and LGBTQ+ people.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled.
- People from a range of ethnic, cultural and religious backgrounds.
- Genders.
- Heterosexual and LGBTQ+ people.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled.
- People of a wide range of ethnic, cultural and religious backgrounds.
- Genders.
- Heterosexual and LGBTQ+ people.

Principle 8: We base our policies and practices on sound evidence.

We utilise the services of Peninsula Business Services in order to keep Employment Policy and Guidance up to date.

We follow guidance from the Department of Education and Ofsted Inspection criteria.

We are Stonewall School Champions.

Principle 9: Measurable objectives

We integrate equality objectives within Roselyn House School's improvement plan and DDA (3 Year Accessibility plan). Within this plan it is also outlined the steps which will be taken in the future to continue our commitment to LGBT+ inclusion.

These are reviewed annually and progress is monitored towards achieving them. For 2026–2027, the school will publish and monitor measurable equality objectives. These will include reducing prejudice-related incidents, increasing pupil understanding of protected characteristics, improving accessibility of curriculum materials, strengthening student voice regarding inclusion and belonging, and increasing parent and carer engagement in equality initiatives.

3. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in principle 4 above.

We actively promote equality and diversity though all areas of the curriculum by creating an environment which supports respect for all. The school monitors and

evaluates its effectiveness in providing an appropriate curriculum for all students. The allocation of students to teaching groups and therapeutic subjects is fair and equitable to students. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills through classroom work and during morning workshops. We offer a nurture provision for those young people who may need a more flexible approach to learning along with our Outreach Programmes. Resources that promote equality are used across the curriculum. As part of the personal well-being programme all students attend lessons on equality issues such as sexual bullying and stereotyping within the PSHE and SEAL curriculum.

(See Schemes of Work, Lesson Planning, Curriculum Policy, SEAL Curriculum incorporating mindfulness Policy and Personal, Social, Health and Economic Education and Spiritual, Moral, Social and Cultural Development Policy.)

Equality education will also be reflected through Relationships Education, Relationships and Sex Education where applicable, online safety education, British Values, protected characteristics education and opportunities for student voice through school council activities, pupil voice surveys and curriculum discussions.

4. Examination access arrangements and reasonable adjustments

Roselyn House School's Exams Officer (s) ensures that all students requiring an examination arrangement are catered for. Guidance is taken from the JCQ booklet Adjustments for candidates with disabilities and learning difficulties. This booklet is available as a hardcopy from the exam's officer or via:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

(See Exams Access Arrangement Policy and Word Processor Policy).

Paragraph 4.1.4 of JCQ guidance details the following adjustments that may be available to students with SEMH needs.

4.1.4 Social, emotional and mental health needs†

e.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions

Candidates with social, emotional and mental health needs may require, for example:

- Supervised rest breaks.
- Extra time.
- A computer reader or a reader.
- Read aloud or an examination reading pen.
- A scribe.
- A word processor.
- A prompter.
- Alternative site arrangement.
- Separate invigilation within the centre.

†The candidate must have an impairment in their first language which has a substantial and long-term adverse effect. A candidate does not have a learning difficulty simply because their first language is not English, Irish or Welsh.

5. Definitions

Race includes colour, nationality and ethnic or national origins.

Disability – the Equality Act changes the definition of disability. The definition is almost the same as that under the Disability Discrimination Act (DDA), with two main exceptions:

- There is now no longer a requirement that a mental impairment must be a clinically well-recognised illness.
- There is no longer an exhaustive list of what constitutes day-to-day activities.

The consequence of the relaxation of the definition of disability is that more students are now legally disabled. It follows that more SEN children will now also be classed as disabled to a greater extent than before. As before, as soon as a child is legally disabled and the school either know or could reasonably have been expected to know that they are disabled, discrimination provisions kick in to protect the student.

Sex- students and employees of one sex must not be singled out for different or less favourable treatment. Gender equality must still be promoted.

Religion or belief - is defined by the Act as being any religion or belief including philosophical belief. The lack of religion or belief is also a protected characteristic. Religions include all major faith groups and denominations or sects. Belief includes non-religious world views such as humanism but not political beliefs such as communism.

Sexual orientation- refers not only to the students' and employee's sexual orientation but also to the children and partners of gay, lesbian, bi-sexual or trans parents. It is recognised that many people's views on sexual orientation and sexual activity are grounded in their religious beliefs but this is not accepted as an excuse for allowing discrimination to continue. (See Trans Gender Identity and Gender Expression Policy)

Pregnancy and maternity – the Act applies to students and is a new area of equality legislation.

Menopause- we have a stand-alone Menopause Policy.

Gender reassignment –If a student chooses gender reassignment, it is acknowledged that a number of issues will arise which will need to be sensitively handled. We work closely with Stonewall and have adopted certain practices within school which supports a trans young person. We have non gender specific toilets, mixed PE, Library containing LGBTQ+ themes, displays in school to celebrate diversity, opportunities to discuss gender stereotypes and gender identities within PSHE, SEAL, CCC Curriculum and a Policy on Sex and Relationship Guidance which includes LGBTQ+ relationships.

Protected characteristics - is used as a term to refer to the categories to which the law applies e.g. sexual orientation.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination – for example if a school were to refuse to let a student be a ‘head girl’ because she is a lesbian.

6. Ethos and organisation

We ensure the principles listed in principle 4 above apply to the full range of our policies and practices, including those that are concerned with: students' progress, attainment and achievement (See Assessment and Marking Policy and Curriculum Policy).

- Students' personal development, welfare and well-being.
- Teaching styles and strategies.
- Admissions and attendance.
- Staff recruitment, retention and professional development.
- Care, guidance and support.
- Behaviour, discipline and exclusions.
- Working in partnership with parents, carers and guardians.
- Working with the wider community.

7. Understanding the difference between equity and equality

We aim to create inclusive and equitable classrooms at Roselyn House School by understanding the difference between equity and equality.

8. Main differences between equity and equality

When it comes to equity vs equality in education, the terms are often used interchangeably but understanding the distinction between the two is essential for resolving issues faced by disadvantaged students in the classroom. While working towards equity and equality can both do good, equity should be an educator's end goal. The reason lies in the difference between being fair vs equal.

Equality is more commonly associated with social issues, perhaps because more people know what it means. In a nutshell, its definition is as it sounds—the state of being equal. When a group focuses on equality, everyone has the same rights, opportunities, and resources. Equality is beneficial, but it often doesn't address specific needs. Giving each student a take-home laptop, for example, would not address students who don't have Internet in their houses. Even if a school is equal, some students may still struggle.

Equity, on the other hand, provides people with resources that fit their circumstances. The World Health Organization (WHO) definition of social equity is “the absence of avoidable or remediable differences among groups of people.” At Roselyn House School we aim to prioritise equity over equality. We aim to be in tune with our students’ needs and provide resources to overcome their specific challenges.

To provide a brief summary, equality is:

- Generic
- Group-focused
- Equal

And equity is:

- Adaptable
- Individual-focused
- Fair

“The route to achieving equity will not be accomplished through treating everyone equally,” says the Race Matters Institute. “It will be achieved by treating everyone equitably, or justly according to their circumstances.”

Equity is more thoughtful and, while it’s harder work, it is better at resolving disadvantages. Equality is an admirable goal, but by realising equity we will achieve a more effective outcome.

9. Challenges Involving Equity and Equality

In terms of equity vs equality in the classroom, most schools focus on **horizontal equity**. The definition of horizontal equity in education is treating people who are already assumed equal in the same way. Horizontal equity is only useful in homogenous schools, where each person really is given the same opportunities in life. But in most schools, students will come from a variety of backgrounds—some more privileged than others. At Roselyn House School, we recognise that our students are often disadvantaged, have special educational needs and have a range of Adverse Childhood Experiences (ACES) and traumatic experiences which affect them. We focus on **vertical equity**, which assumes that students have different needs and provides individual resources based on said needs.

Another challenge facing equity vs equality in education is **poverty**. Often many of our students come from low-income homes, communities and some are looked after by Children’s Social Care. It can be difficult to provide these students with equitable resources as the funding from home is just not available. We try, where possible to provide all resources for our students but Roselyn House School is bound by budgets which are paid in fees based on each students’ needs. This funding does not always match their realistic need. We have a really positive staff retention at Roselyn House School aim to match the expertise of staff to the needs of the students, however we recognise that staff’s careers in this work can be difficult to maintain for many years.

It can affect consistency for students when particular staff leave but is unavoidable along with staff absence.

Some additional barriers to equity we face at Roselyn House School are:

- Family crises and lack of support.
- Mental health issues.
- Lack of healthcare .
- Coming to school hungry.
- Homelessness or living in a temporary shelter.
- Difficulty with Literacy skills .
- Negative attitudes towards future aspiration as never had role models.
- Exploitation .
- Adverse Childhood Experiences and trauma.

We recognise the challenges which prevent equity and this goes towards resolving them. We constantly evaluate practices and provide individualised, bespoke programmes within School in order to allow students to succeed in School. If something isn't working we, rework it. Our aim is to understand the barriers our students often face and provide the necessary support to overcome them. This is reflected in all policies in the School.

10. Benefits of Focusing on Equity in Education

At Roselyn House School, we believe that everyone has the right to succeed regardless of original circumstance. We aim towards achieving an equitable community where the importance of equity extends to our society as a whole. We believe in a humanitarian approach to education where we introduce the concept of the desire to reduce suffering, save lives and maintain human dignity. 'Humanitarian education is based on the assumption that people have an innate desire to help others, so is centrally concerned with our shared humanity.' It is our aim to help our students/ community to become more understanding and knowledgeable about the world and how they can fit in to influence change and positivity.

We aim towards achieving a School where everyone in it helps each other succeed. **'Moving forwards together to a positive future.'**

Equity can also strengthen a student's health and social-emotional development. Students who feel safer, less lonely, and accept others have higher diversity levels. At Roselyn House School, we promote diversity and provide for students with a variety of complex SEMH needs, which makes for an environment where students feel comfortable and have better emotional regulation. Equitable communities are linked to better health and longer average lifespans.

The communities our students come from benefit from equity in schools as well. Equity is linked to stronger social cohesion, meaning that individuals connect with each other better and are more compassionate. It also leads to long-term economic growth.

At Roselyn House School we:

- Recognise that every child is different and has unique needs.
- Evaluate any challenges that students face and, if needed, offer additional, necessary support or resources .
- Cultivate an environment in your School, where every student feels heard.
- Encourage students to speak out against unfairness and speak about what worries them.
- We aim to resolve challenges by including parents/ carers and other agencies in everything we do by developing positive working relationships.
- Provide equity training in school so staff know how to resolve common barriers.
- Include diversity and inclusion activities as well as lessons against prejudice to the school curriculum so every student feels like they belong

(See Behaviour Policy, Curriculum Policy, Anti-Bullying Policy and SEND Policy)

11.Addressing prejudice and prejudice-related bullying

Roselyn House School is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in principles 1–3:

- Prejudices around disability and special educational needs.
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.
- Prejudices reflecting sexism, homophobia, biphobic and transphobic attitudes.

(See Anti-Bullying Policy, SEN Policy, PSHE Policy, Supporting Trans Students and Trans Gender Identity and Gender Expression Policy)

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. Bullying and prejudice- based incidents are recorded on CPOMS.

All incidents involving discrimination, harassment, prejudice, hate language, online discrimination, cyberbullying or equality concerns will be recorded on CPOMS and reviewed by the Designated Safeguarding Lead and senior leadership team as appropriate. Where an incident raises safeguarding concerns, this will be managed in accordance with the school's Safeguarding and Child Protection Policy.

It is important to record, monitor and report all incidents that are motivated by prejudice, including those that fall below the definition of bullying. A prejudiced incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or

negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people. Recording and monitoring prejudice-based incidents helps to prevent bullying as it helps Roselyn House School to target anti-bullying interventions.

(See Behaviour Policy, Anti-Bullying Policy, Behaviour Support and Physical Intervention Policy, Safeguarding/Child Protection Policy, Supporting Trans Students) Any equality concern arising during positive handling, crisis intervention or the use of restrictive physical intervention will be recorded, monitored and reviewed in accordance with the school's Behaviour Policy and Behaviour Support and Physical Intervention Policy. The school recognises that mental health needs must not become a barrier to participation, inclusion or achievement, and staff will seek immediate support where a pupil presents with a mental health crisis, self-harm concern or situation placing them at immediate risk.

12. Roles and responsibilities

KS Education Limited is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Senior staff have day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom.
- Deal with any prejudice-related incidents that may occur.
- Plan and deliver curricula and lessons that reflect the principles in principle 4 above.
- Support students in their class for whom English is an additional language and BSL.
- keep up-to-date with equalities legislation relevant to their work.

13. Information and resources

KS Education Limited ensure that the content of this policy is known to all staff and as appropriate, to all students and their parents and carers.

All staff have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Roselyn House School is a Stonewall Champion and has achieved the Silver Award.

Information is reflected through PSHE Programmes of Study and SMSC content of lessons.

(See Personal, Social, Health, Economic Education and Spiritual, Moral, Social and Cultural Development Policy)

14. Religious observance

We respect the religious beliefs and practice of all staff, students and parents/ carers, and comply with reasonable requests relating to religious observance and practice.

15. Staff development and training

We ensure that all staff, including Learning Support and administrative staff, receive Training will include equality, diversity and inclusion, safeguarding links to protected characteristics, prejudice-related incident reporting, online discrimination, reasonable adjustments, SEMH needs, trauma-informed practice and the use of CPOMS where equality or safeguarding concerns are identified.

appropriate training and opportunities for professional development, both as individuals and as groups or teams.

16. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Roselyn House School's Disciplinary Procedures will apply.

17. Monitoring and review

This Policy is reviewed annually and adjustments made as appropriate.

Revised objectives are reviewed within Roselyn House School's action plan and the DDA. Equality information will be monitored at least annually, including bullying incidents, prejudice-related incidents, suspensions and exclusions, attendance, achievement, complaints and behaviour incidents, where appropriate and proportionate. This information will be considered by senior leaders to identify patterns, address barriers and support compliance with the Public Sector Equality Duty.

18. Background and acknowledgements

In its overall framework this model policy on all equalities in education is based on:

- The race equality policy that Derbyshire developed in response to the Race Relations Act 2000, and that was included in Here, There and Everywhere: belonging, identity and equality in schools published by Trentham Books in 2004.

- The list in principle 4 is adapted slightly from material in Equality Impact Analysis: a workbook, the most recent version of which was published by the Department for Education in April 2012.
- Technical Education Reform: assessment of equalities impacts- July 2016
- Equality Act 2010
- World Health Organisation. WHO | Equity. Retrieved from who.int: <https://www.who.int/healthsystems/topics/equity/en/>.
- Race Matters Institute. Racial Equality or Racial Equity? The Difference it Makes.
- Stonewall

19. Dissemination of the Policy

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Headteacher.

20. Monitoring Arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be reviewed by **Mr Jack Birkenhead (Headteacher)** in consultation with the wider school community.

21. Linked Policies

This Policy is linked to the following policies and documents:

- Anti-Bullying Policy
- SEND Policy
- 3 Year DDA.
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Restrictive Physical Intervention Policy
- Complaints Policy