

MIAG



EQUALITY ACT POLICY

MIAG ORGANISATIONAL POLICY

Organisation-wide

*Supporting consistent, effective practice
across the MIAG organisation.*



SUPPORTING
INDIVIDUALS



CREATING
OPPORTUNITIES



ENRICHING
COMMUNITIES

Purpose and Guiding Principles:

MIAG is committed to equality in both employment and education. Learners, parents and carers, Directors and Governors, employees, contractors, partners, clients and those who may potentially join our community will be treated fairly and with dignity and respect.

Equality does not mean treating everyone identically. Where people experience different barriers, MIAG will consider proportionate and reasonable steps to remove or reduce those barriers and enable equitable access to education, employment and participation.

Every possible step will be considered to ensure that decisions are based on objective criteria, individual circumstances, evidence and need rather than assumptions or stereotypes.

Protected Characteristics and Unlawful Discrimination:

The Equality Act 2010 protects people from discrimination on the following protected characteristics:

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

The school provisions of the Equality Act do not apply the protected characteristics of age, or marriage and civil partnership, to pupils. These characteristics remain relevant to employment and other areas where the Act applies.

MIAG recognises that discrimination can occur because of association with someone who has a protected characteristic or because a person is perceived to have a protected characteristic.

The prohibited forms of conduct include direct discrimination, indirect discrimination, harassment and victimisation. MIAG will not tolerate discriminatory behaviour in any form.

Equality in Education:

Equality and fairness will underpin admissions, education, curriculum and enrichment, behaviour, attendance, exclusion, safeguarding, health and wellbeing, and access to facilities and services.

MIAG will consider individual needs when planning and delivering education. For learners who have Special Educational Needs and/or Disability (SEND), MIAG will comply with the reasonable adjustment duties that apply to schools and will consider auxiliary aids, services and adaptations where required.

Equality considerations will be part of individual planning and wider provision, particularly for learners with SEND, those experiencing disadvantage or vulnerability, and learners who may face barriers because of a protected characteristic.

MIAG will respond promptly to discriminatory bullying, harassment or abuse. Depending on the circumstances, this may require action through safeguarding, behaviour, complaints or another appropriate process.

Equality in Employment:

MIAG is committed to fair and equitable employment practices. Staff should have equitable access to recruitment, training, development, supervision, progression and other employment opportunities, subject to the legitimate requirements of the role.

- ❖ Recruitment and selection will be fair, consistent and undertaken with regard to the Equality Act 2010
- ❖ MIAG will consider reasonable adjustments for disabled applicants and employees
- ❖ Managers will consider equality when making decisions about working arrangements, performance, development, wellbeing and other employment matters
- ❖ Employees who breach this policy may be managed through the relevant MIAG employment or disciplinary process

Reasonable Adjustments and Individual Need:

MIAG recognises that a person may require a different approach to access education, employment or services on an equitable basis. Reasonable adjustments will be considered on an individual basis and implemented where required by law and reasonably practicable.

Adjustments may include changes to communication, how information is provided, learning or working arrangements, assessment, physical access, equipment, support, or other aspects of provision.

The need for an adjustment should be considered proactively. For learners, this should include their views and, where appropriate, those of their parent/carers or relevant professional. Arrangements should be recorded sufficiently to demonstrate the rationale and agreed approach.

Public Sector Equality Duty:

Where the Public Sector Equality Duty applies to MIAG's functions, MIAG will have due regard to the need to:

- ❖ eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- ❖ advance equality of opportunity between people who share a protected characteristic and people who do not;
- ❖ foster good relations between people who share a protected characteristic and people who do not.

Due regard means giving relevant and proportionate consideration to equality when decisions are made. MIAG will therefore consider equality implications when developing or reviewing policies, making significant decisions and changing services or provision.

MIAG will maintain equality objectives and appropriate evidence of its equality work as part of its organisational assurance approach. Where a statutory publication duty applies, MIAG will meet the relevant requirements and timescales.

Equality, Safeguarding and Inclusion:

Equality and safeguarding are closely connected. KCSIE 2026 reinforces a child-centred approach and the importance of an open and positive safeguarding culture. MIAG will recognise that discrimination, harassment, prejudice, disability and other barriers can affect a learner's safety, wellbeing, attendance, behaviour and ability to engage.

Staff must act on concerns about discriminatory behaviour, including child-on-child abuse, harassment, sexual harassment, misogyny or other prejudicial behaviour. Such concerns may require safeguarding action as well as behaviour, complaints or other organisational processes.

MIAG will ensure that safeguarding and behaviour arrangements are applied fairly and that individual needs and reasonable adjustments are considered.

Sex, Gender Reassignment and Respectful Practice:

MIAG will comply with the Equality Act 2010 and have regard to current legal and regulatory guidance concerning sex and gender reassignment. Staff must treat learners and colleagues with dignity and respect and seek advice from the Head Teacher/Provision Lead or appropriate senior leader where an equality issue is complex or unclear.

Decisions involving sex, gender reassignment or other protected characteristics must be lawful, evidence-informed and considered in the context of the individual circumstances and the needs and rights of others. MIAG will keep its practice under review as the legal and regulatory position develops.

Contractors, Partners and Service Providers:

MIAG expects contractors, partners and service providers working with learners, staff or visitors to operate consistently with equality legislation and MIAG's expectations. Where a provider's practice does not meet required standards or creates an unacceptable equality risk, contractual arrangements may be reviewed.

Equality Objectives:

MIAG's equality objectives are intended to support measurable improvement rather than simply demonstrate compliance. The current objectives were agreed and published in January 2025. They are reviewed annually and will be fully refreshed on the four-year cycle.

- ❖ Children and young people from vulnerable groups will achieve at least as well as their peers and in line with others
- ❖ MIAG will deliver responsive, accessible and inclusive services that respect faith, beliefs and cultural differences
- ❖ MIAG will work to support fair representation of genders among roles within the organisation
- ❖ All children, young people and staff, regardless of sexual orientation, will be treated fairly and supported

Progress against the objectives will be considered through organisational review, equality impact assessment, learner and staff feedback, relevant performance information and other evidence.

Promoting Equality in Practice:

- ❖ Provide staff training and awareness-raising on equality, inclusion and discrimination
- ❖ Promote awareness of unconscious bias and its effect on professional decisions
- ❖ Consult with learners, parents and carers, staff and other stakeholders where appropriate
- ❖ Complete equality impact assessments as part of policy review and significant change processes
- ❖ Monitor relevant data and use evidence to identify barriers, disparities or areas requiring improvement
- ❖ Ensure learners can participate in educational visits, enrichment and wider opportunities through appropriate adjustments and support
- ❖ Promote understanding and respect for different cultures, faiths, identities and backgrounds through education and the wider MIAG experience
- ❖ Work with appropriate external organisations where specialist support or expertise will strengthen equality and inclusion

Roles and Responsibilities:

- ❖ Directors and Governors provide strategic oversight and assurance that equality responsibilities are understood and that MIAG is meeting its legal and organisational commitments
- ❖ The Chief Operating Officer provides organisational oversight and ensures equality considerations are embedded across MIAG policy and practice
- ❖ The Head Teacher/Provision Lead is responsible for implementation within the relevant provision and ensuring staff understand and apply local arrangements
- ❖ Managers and staff are responsible for applying this policy consistently, identifying barriers, making appropriate adjustments and reporting concerns
- ❖ Everyone working within MIAG has a responsibility to contribute to an inclusive environment and challenge discrimination appropriately

Monitoring, Reporting and Review:

MIAG will monitor the effectiveness of this policy through equality objectives, equality impact assessments, complaints and concerns, learner and staff feedback, participation and outcome information, training, safeguarding and behaviour themes and other quality-assurance activity.

Where concerns or patterns are identified, MIAG will take proportionate action and use the learning to improve practice. Equality considerations form part of the wider MIAG assurance and continuous-improvement cycle.

This policy will be reviewed annually, or sooner where there are significant changes in legislation, statutory guidance, inspection requirements or organisational practice.

Relationship with Other MIAG Policies and Frameworks:

This policy applies across MIAG and should be read alongside relevant organisational and provision-specific policies and procedures, including:

- ❖ Safeguarding and Child Protection arrangements
- ❖ Safer Recruitment arrangements
- ❖ SEND arrangements
- ❖ Admissions and Exclusion policies
- ❖ Behaviour and Anti-Bullying policies
- ❖ Physical Intervention and Restrictive Interventions Policy
- ❖ Complaints Policy
- ❖ Staff employment policies
- ❖ Attendance and wellbeing arrangements
- ❖ Reasonable Adjustments arrangements
- ❖ MIAG Framework for Excellence and Governance, Policy & Assurance Framework

The policy establishes the organisation-wide expectation. Where local arrangements are required, these should be set out in provision-specific documentation and remain consistent with this policy and applicable legislation.

Key Statutory, Regulatory and Guidance References:

- ❖ Equality Act 2010, including Part 6 (education) and section 149 where the Public Sector Equality Duty applies
- ❖ Equality Act 2010 (Specific Duties) Regulations 2011, where applicable
- ❖ Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, where applicable
- ❖ DfE – Equality Act 2010: Advice for Schools
- ❖ Equality and Human Rights Commission – Technical Guidance for Schools in England and current consultation/update materials
- ❖ Keeping Children Safe in Education 2026, in force from 1 September 2026
- ❖ Working Together to Safeguard Children 2026
- ❖ Independent School Standards Guidance, April 2026, including paragraph 3(j) concerning unlawful discrimination in teaching
- ❖ Ofsted – Operating Guide for standard inspections of non-association independent schools, for use from September 2026, including equality duties and the focus on inclusion
- ❖ Children’s Wellbeing and Schools Act 2026, where relevant to MIAG’s statutory and regulatory responsibilities
- ❖ Human Rights Act 1998, where relevant
- ❖ Data Protection Act 2018 and UK GDPR, where equality information is collected, processed or shared

Document Control:

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Approved By	Guy Hopson
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Version History

Version	Date	Summary of Change
1.0	September 2026	Organisation-wide Equality Act Policy reviewed and updated to reflect current Equality Act requirements, KCSIE 2026, Independent School Standards 2026 and Ofsted's renewed inspection approach; terminology and assurance arrangements aligned.

MIAG ~ Meeting Individual Aspiration and Goals

