

EQUALITY, ACCESSIBILITY AND INCLUSION POLICY (INCLUDING BOARDING, DISABILITY ACCESS, AND REASONABLE ADJUSTMENTS)**Appendix B: Accessibility Plan
Appendix C: Race Equality Policy**

Status and Availability: This Equality, Accessibility and Inclusion Policy applies to the whole College, including boarding provision, extra-curricular activities and all activities undertaken outside normal College hours. It applies to all members of the College community and to all aspects of College life.

The Policy is publicly available on the College website and a copy may be obtained from the College Office upon request. Copies can be provided in large print or other accessible formats where required. This Policy is supported by three appendices which together form the College's comprehensive framework for equality and accessibility. Appendix A sets out the Disability Access and Reasonable Adjustments Policy. Appendix B contains the College's Accessibility Plan prepared in accordance with Schedule 10 of the Equality Act 2010. Appendix C sets out the Race Equality Policy. These documents should be read together as an integrated framework.

Legal and Regulatory Framework: This Policy is prepared in accordance with the Equality Act 2010, including Schedule 10 concerning Accessibility Plans, and the Education (Independent School Standards) Regulations currently in force. In particular, it reflects the requirements of Part 2 (Spiritual, Moral, Social and Cultural Development of Pupils), Part 3 (Welfare, Health and Safety of Pupils), Part 5 (Premises and Accommodation), and Part 8 (Quality of Leadership and Management).

While independent schools are not generally subject to the Public Sector Equality Duty, the College has regard to the principles underpinning that duty in promoting equality of opportunity, eliminating unlawful discrimination and fostering good relations within its community. The College also has regard to relevant statutory guidance and recognised best practice in relation to equality, disability and inclusion.

Scope: This Policy applies to all students, including prospective students, all staff whether teaching or support, the Principal and Senior Leadership Team, the Proprietor and Advisory Board, volunteers, contractors, visitors and any external providers engaged by the College. All individuals working in or on behalf of the College are expected to understand and implement this Policy in the course of their duties. New staff and volunteers confirm through induction procedures that they have read and understood relevant policies.

Reviewed: February 2026
Next Review: February 2027

Signed

David Game
CEO and Founder

John Dalton
Principal

Aims and Objectives: David Game College is committed to creating and sustaining an inclusive educational environment in which every individual is treated with dignity and respect. The College aims to eliminate unlawful discrimination, harassment and victimisation, to promote genuine equality of opportunity, and to remove barriers that may prevent full participation in the curriculum or wider College life.

The College recognises that compliance with equality legislation is a minimum requirement and seeks to go beyond compliance by fostering a culture in which diversity is valued and inclusion is embedded within everyday practice. The

David Game College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment.

College therefore seeks actively to promote mutual respect, challenge discriminatory attitudes, ensure reasonable adjustments where required, and monitor the effectiveness of its policies and procedures in securing equitable outcomes.

Accessibility and Disability

The College recognises its duties under the Equality Act 2010 in relation to disabled students and prospective students. These duties include ensuring that disabled students are not treated less favourably and taking reasonable steps to avoid placing them at a substantial disadvantage. The College also recognises its anticipatory duty to consider potential barriers and to plan strategically for improvement.

The operational detail regarding reasonable adjustments is contained within Appendix A. The College maintains a written Accessibility Plan, set out in Appendix B, in accordance with Schedule 10 of the Equality Act 2010. The Accessibility Plan addresses the need to increase the extent to which disabled students can participate fully in the curriculum; to improve the physical environment in order to increase access to education and associated services; and to improve the delivery of information to disabled students in ways that are accessible and provided within a reasonable timeframe.

The Accessibility Plan is implemented by the Principal, who has regard to the allocation of appropriate resources for its delivery. It is reviewed at least annually and revised where necessary in light of operational experience, regulatory change or identified need.

Equality and Diversity

The College recognises that equality and diversity are closely connected but distinct concepts. Diversity acknowledges and values the visible and non-visible differences between individuals, while equality requires that such differences do not give rise to unfair or unlawful treatment. The College does not discriminate on the basis of protected characteristics as defined in the Equality Act 2010, including disability, race (including colour, nationality and ethnic origin), religion or belief, sex, sexual orientation, gender reassignment, and pregnancy and maternity. In employment matters, the College also recognises protections relating to age and marriage or civil partnership.

The College is committed to ensuring that students and staff are treated fairly and consistently and that no policy or practice results in direct or indirect discrimination. Matters relating specifically to race equality are addressed in Appendix C.

Guiding Principles

The College is guided by the principle that all individuals are of equal value and that each student should be supported to achieve his or her full potential. Equality does not necessarily require identical treatment; rather, it requires fair and proportionate treatment, taking account of individual needs and circumstances. Inclusion is embedded within curriculum planning, enrichment opportunities, pastoral care and leadership development, with particular attention given to avoiding stereotyping and promoting participation.

Unlawful discrimination, harassment or victimisation will not be tolerated. Incidents of discriminatory behaviour will be addressed promptly and appropriately in accordance with the College's Behaviour, Complaints and Safeguarding procedures. The College is committed to ongoing review and improvement and will monitor outcomes and practices to identify and address barriers or inequalities where they arise.

Staff Recruitment and Employment

The College is an equal opportunities employer. Recruitment, promotion, professional development, discipline and redundancy procedures are conducted in accordance with equality legislation and safer recruitment principles. Selection decisions are based on objective, role-related criteria, and reasonable adjustments will be considered for candidates with disabilities.

The College may monitor workforce data, where lawfully and voluntarily provided, in order to identify trends and ensure equitable practice. Employment decisions will not be influenced by irrelevant or discriminatory considerations.

Training and Awareness

Appropriate training and professional development relating to equality, diversity and inclusion are provided to staff as part of induction and ongoing continuing professional development. Such training may include awareness of equality legislation, inclusive classroom practice, the handling of discriminatory incidents, unconscious bias, safeguarding considerations and the duty to make reasonable adjustments. Training provision is reviewed periodically to ensure it remains effective and relevant.

Procedures for Addressing Discrimination

The College will not tolerate discrimination, harassment or victimisation. These terms are interpreted in accordance with the Equality Act 2010. Individuals who believe they have experienced discrimination may seek resolution through informal discussion where appropriate or by using the College's formal Complaints or Grievance Procedures. All complaints will be investigated thoroughly, fairly and impartially, and appropriate action will be taken where necessary.

Governance, Monitoring and Review

The Principal has operational responsibility for implementing this Policy and its associated appendices. The Proprietor and Advisory Board retain strategic oversight and will receive periodic reports relating to equality monitoring, recorded incidents of discrimination or harassment, implementation of reasonable adjustments and progress against the Accessibility Plan.

This Policy is subject to continuous monitoring and formal review at least annually. The review process will consider the effectiveness of the Policy and its appendices and will be informed by monitoring data, consultation and operational experience. Where deficiencies are identified, proportionate action will be taken to address them.

Commitment

David Game College is committed to maintaining a community in which every individual is respected, supported and enabled to participate fully in College life. Equality, accessibility and inclusion are integral to the ethos, leadership and governance of the College and are embedded within its educational mission rather than treated as separate or purely compliance-driven obligations.

DISABILITY ACCESS AND REASONABLE ADJUSTMENTS

Legal Status: This Policy is written in accordance with the Equality Act 2010, the Special Educational Needs and Disability Act 2001 (SENDA), relevant SEND Regulations, and the Independent School Standards Regulations (ISSR), in particular Part 1 (Quality of Education), Part 3 (Welfare, Health and Safety of Pupils), Part 5 (Premises and Accommodation) and Part 8 (Quality of Leadership and Management). The College has also had regard, where appropriate, to the SEND Code of Practice (2015).

This Policy should be read in conjunction with the College's Accessibility Plan, which follows this document and forms part of the College's strategic planning framework. The Accessibility Plan sets out the College's longer-term objectives and actions for improving access to the curriculum, the physical environment and written information. The Accessibility Plan is reviewed at least annually and progress against its objectives is monitored by senior leadership as part of the College's wider development and resource planning processes.

This Policy applies to all students of the College and to all activities provided by the College, including those taking place outside normal College hours and off-site. It applies equally to prospective students, current students, staff and volunteers in the discharge of their duties.

The Policy is made available to parents, students and staff via the College website and a copy may be obtained from the College Office on request.

The Principal has responsibility for the implementation of this Policy and will undertake a formal review at least annually, or sooner where legislative, regulatory or operational changes require amendment. The Proprietor retains strategic oversight of compliance and will receive reports as appropriate in order to discharge responsibilities under Part 8 of the ISSR. In exercising this oversight, leadership will consider the implementation and impact of reasonable adjustments, accessibility planning, participation patterns and any equality-related matters arising within the College.

David Game College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment.

Introduction and Ethos

David Game College is committed to treating students and applicants fairly and with dignity. The College recognises its statutory duty under the Equality Act 2010 to take reasonable steps to ensure that disabled students and applicants are not placed at a substantial disadvantage when compared with those who are not disabled.

The College embraces the principles underpinning the Social Model of Disability and recognises that barriers to participation may arise from structures, procedures and attitudes rather than solely from an individual's impairment. The College therefore seeks not only to comply with legal requirements but to foster a culture of inclusion, awareness and respect across the College community.

The College recognises that the duty to make reasonable adjustments is anticipatory in nature and therefore gives ongoing consideration to policies, procedures and practices to ensure that they do not inadvertently create barriers or give rise to indirect discrimination. Policies and operational arrangements are reviewed periodically in order to reduce potential disadvantage and to promote inclusive practice.

The effective implementation of this Policy depends upon staff awareness and understanding. Appropriate training and guidance are provided to teaching and support staff in relation to disability equality, inclusive classroom practice, reasonable adjustments and associated safeguarding considerations. Such training may form part of staff induction, whole-college training programmes or targeted professional development, and will be reviewed in light of emerging needs and developments in best practice.

Definition of Disability

For the purposes of this Policy, a person is considered disabled if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities. Long-term is generally defined as lasting, or likely to last, for 12 months or more.

Disabilities may include, but are not limited to, physical impairments, sensory impairments, specific learning difficulties, neurodevelopmental conditions, mental health conditions, chronic medical conditions and other recognised impairments.

The Duty to Make Reasonable Adjustments

The duty to make reasonable adjustments arises where a disabled student or applicant would otherwise be placed at a substantial disadvantage compared with those who are not disabled. The College's obligations include adjustments to policies, practices and procedures, the provision of auxiliary aids and services, and strategic planning to improve accessibility over time.

Reasonable adjustments may include, where appropriate, modifications to classroom allocation, provision of specialist seating or equipment, assistive technology, modified assessment arrangements, provision of readers or note-taking support, adaptation of teaching materials, alterations to arrangements for educational visits, or adjustments to timetabling and supervision arrangements. Where public examinations are undertaken, examination access arrangements will be managed in accordance with awarding body and Joint Council for Qualifications (JCQ) regulations, ensuring compliance with external requirements whilst maintaining academic standards.

The College recognises that the duty is anticipatory in nature and therefore seeks, where reasonably practicable, to identify and reduce potential barriers in advance rather than responding only after difficulty arises. The College will also periodically review its policies and practices to ensure that they do not give rise to indirect discrimination or unintended disadvantage for disabled students.

Reasonable adjustments agreed for individual students will normally be recorded in appropriate internal documentation and reviewed periodically to ensure their continued effectiveness. Records of agreed adjustments, review meetings and relevant professional advice will be maintained securely in accordance with the College's data protection procedures. These records support continuity of provision, enable monitoring of effectiveness and provide evidence of compliance with statutory duties.

In determining what constitutes a reasonable adjustment, the College will consider the effectiveness of the proposed adjustment in overcoming disadvantage, its practicability, the resources available to the College, health and safety implications, the need to maintain academic and curricular standards, and the interests of other students. Decisions will be proportionate, evidence-based and appropriately documented, having regard to all relevant circumstances.

David Game College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment.

Physical Accessibility and the Accessibility Plan

The College maintains an Accessibility Plan in accordance with the Equality Act 2010. The Plan addresses the extent to which disabled students can participate in the curriculum, the improvement of the physical environment, and the provision of information in accessible formats.

The College also seeks, where reasonably practicable, to ensure that digital platforms, online resources and website content are accessible and capable of adaptation to meet individual needs.

Whilst the duty to make reasonable adjustments does not impose an immediate requirement to remove or alter all physical features, the College recognises its ongoing responsibility to plan strategically and progressively to improve access to its premises and facilities. Progress against the Accessibility Plan is reviewed annually and informs the College Improvement and Development Planning process.

Admissions

The College operates a fair and transparent admissions process. Parents or guardians of prospective students are encouraged to disclose any disability or special educational need at the earliest opportunity so that the College may consider what reasonable adjustments may be required.

Where appropriate, the College may request professional evidence to assist in determining how best to meet a prospective student's needs. Reasonable adjustments will be considered for entrance assessments and admissions procedures. The standard of assessment will not be lowered; however, the method of access to assessment may be adapted where this would constitute a reasonable adjustment.

Admission will not be refused on the grounds of disability unless, after careful consideration and consultation, the College concludes that it would be unable to provide appropriate provision even after reasonable adjustments have been fully explored and that to admit the student would impose a disproportionate burden, having regard to all relevant circumstances, or compromise the safety or education of others. Any such decision will be taken at senior leadership level, with due regard to the Equality Act 2010 and ISSR requirements, and will be carefully documented.

Existing Students

The College recognises that disabilities and medical or psychological conditions may develop during a student's time at the College. Parents are expected to inform the College promptly of any relevant diagnosis or emerging concern.

Where a disability is identified or disclosed, the College will consult with parents, relevant staff and, where appropriate, external professionals. Interim measures may be implemented while longer-term arrangements are considered. The SENCo will ordinarily coordinate the process and ensure that support strategies are reviewed periodically.

Reasonable adjustments and agreed support strategies will be recorded appropriately and kept under review to ensure they remain effective. Disability-related considerations will also be reflected, where necessary, in safeguarding procedures, individual risk assessments and health and safety planning in order to ensure that welfare obligations under Part 3 of the ISSR are met.

The College will, so far as reasonably practicable, seek to enable the student to continue their education at the College with appropriate support and adjustments in place.

Learning Difficulties and Special Educational Needs

The College will take reasonable steps to identify and respond to learning difficulties that may amount to a special educational need. Staff are not qualified to provide clinical diagnoses; however, where concerns arise, parents will be informed and may be advised to obtain specialist assessment. Pending formal diagnosis, the College may implement interim support strategies where appropriate.

The College seeks to provide a broad and balanced curriculum, differentiated to meet diverse needs, and to remove barriers to learning and assessment wherever reasonably practicable.

Circumstances Where Needs Cannot Be Met

In exceptional circumstances, after thorough assessment, consultation and exploration of all reasonable adjustments, the College may determine that it cannot adequately meet a student's needs without disproportionate impact on its resources, health and safety obligations, or the educational experience of others. In such circumstances, the College will consult sensitively with parents regarding alternative provision and will seek to support continuity of education. Such decisions will be taken with due regard to the Equality Act 2010 and ISSR requirements and will be carefully documented.

Confidentiality and Data Protection

Information regarding a student's disability or medical condition will be treated as confidential and processed in accordance with UK data protection legislation. Information will be shared internally on a need-to-know basis to ensure appropriate provision and safeguarding. Appropriate records relating to reasonable adjustments and support arrangements will be maintained securely.

Complaints

If parents are dissatisfied with a decision regarding reasonable adjustments, they may raise the matter initially with the Principal or SENCo. If the issue remains unresolved, it may be pursued under the College's formal Complaints Procedure.

Monitoring and Review

The Principal is responsible for ensuring that this Policy is implemented effectively and consistently. The Proprietor will exercise oversight to ensure that the College meets its obligations under the Independent School Standards Regulations, including Part 8 concerning the quality of leadership and management.

As part of this oversight, leadership will consider the implementation and impact of reasonable adjustments, the operation of the Accessibility Plan, staff training provision, patterns relating to admissions, participation and complaints, and any emerging equality-related themes. The Policy will be reviewed annually and amended as necessary to reflect legislative change, regulatory guidance, or developments in best practice. The effectiveness of adjustments and accessibility arrangements will be kept under ongoing review as part of the College's commitment to continuous improvement.

Appendix B

Accessibility Plan

January 2026 – December 2027

This Accessibility Plan has been prepared in accordance with Schedule 10 of the Equality Act 2010. It sets out the College's strategic approach to improving access to education for disabled students and prospective students. The Plan addresses three key areas:

1. Increasing the extent to which disabled students can participate in the curriculum.
2. Improving the physical environment of the College to increase access to education and associated services.
3. Improving the delivery of information to disabled students and parents.

The Plan is implemented by the Principal and reviewed annually by senior leadership, with oversight from the Proprietor. Where financial investment is required, appropriate budgetary provision is considered as part of strategic planning.

Increasing Participation in the Curriculum

Staff Training and Awareness

The College recognises that effective accessibility begins with informed and confident staff. From September 2026 onward, structured discussions and training sessions will be undertaken to assess and enhance staff understanding of disability awareness and inclusive curriculum design. Staff will be encouraged to contribute actively to reviewing how curriculum access can be improved and how reasonable adjustments are implemented in practice.

The intended outcome is that staff, parents and students are aware of accessibility considerations and that communication between the College and key stakeholders is strengthened. Training will form part of the ongoing professional development programme and will be reviewed annually.

Organisation of the Learning Environment

The College will continue to review and implement classroom layouts and furniture arrangements to promote independence and accessibility. This includes ensuring that furniture and equipment are arranged to support learning without requiring ad hoc adjustments during lessons.

The objective is that lessons begin promptly and that classroom organisation does not create barriers for individual students. This remains an ongoing commitment and is reviewed as part of routine classroom monitoring.

Planning of Educational Visits and Off-Site Activities

The College reviews all educational visit documentation, transport arrangements and risk assessment procedures to ensure accessibility considerations are embedded in planning. Visits are selected and organised in a manner that enables participation by the full range of students wherever reasonably practicable.

This area has been completed in principle but is subject to annual review to ensure compliance with legislative requirements and inclusive practice.

Specialist Dyslexic Provision

The College continues to strengthen its provision for students with dyslexia and related learning differences. Whole-staff training is being delivered to improve awareness and classroom strategies, with completion targeted by 2027.

In addition, a parents' information evening entitled "Maximising Learning" is scheduled from March 2026 onward to enhance parental understanding and support.

The intended outcome is improved staff confidence, enhanced classroom support and stronger home–College partnership in supporting students.

Support for Students with English as an Additional Language (ESL)

From September 2025 onward, additional coordination between the Head of GCSE, English Language and ESL teachers, and subject specialists will ensure that students requiring language support are assisted effectively in accessing the curriculum.

An allocation of approximately £17,000 supports staffing coordination and subject integration.

The intended outcome is improved curriculum access and attainment for students requiring additional language support.

AI Programme Accessibility Enhancements

From September 2026–2027, the College's AI programme will incorporate enhanced accessibility features including text-to-speech functionality, magnification tools, support for processing speed and working memory challenges, and related assistive technologies.

This development represents a strategic investment of £200,000+ and will be overseen by the Principal, IT team and programme developers.

The intended outcome is improved digital accessibility and personalised learning support for a range of student needs. The Sabrewing Programme at David Game College increases the opportunity to assist those students with mental health and SEND issues.

Improving Physical Access to the Premises

The College recognises its duty to take reasonable steps to improve physical accessibility, taking account of the age and layout of its buildings and proportionality considerations.

Access from Street Level and Vertical Circulation

A wheelchair lift was installed in 2019 at a cost of approximately £5,000, providing access from street level. In addition, a lift providing access to all floors was installed at a cost of approximately £20,000. Both are maintained under an annual maintenance contract and are reviewed regularly.

Consideration is currently being given to the installation of an additional stair lift to improve access to the Cass side of the building and certain ground-floor classrooms. This proposal remains under review.

Accessible Toilet Facilities

A new accessible toilet was installed on the ground floor in January 2019 at a cost of approximately £5,900. The facility is located opposite the security post and is accessible via the lift from upper floors.

The provision is monitored as part of premises review to ensure continued suitability.

Disabled Chairlift Installation

A disabled chairlift was installed on the ground floor in January 2023 at a cost of approximately £19,000. This installation supports enhanced internal accessibility and is subject to routine maintenance.

Optimising IT Accessibility

The College continues to optimise accessibility through IT systems, including the use of Windows accessibility packages and related software tools. This is an ongoing area of development and review.

Boarding Provision

The boarding accommodation, constructed in 2022, was designed with accessibility considerations incorporated at the design stage. Accessibility arrangements are reviewed periodically to ensure continued suitability and compliance with applicable standards. The boarding accommodation at David Game College was constructed in 2022 and was designed and built-in accordance with the Building Regulations in force at that time, including Part M (Access to and Use of Buildings). The building provides step-free access to principal areas, lift access between floors, and accessible circulation routes throughout. Accessible toilet and shower facilities are available, and a number of bedrooms have been designed with, or can be adapted to provide, wet room facilities to accommodate students with mobility needs where required. Fire safety systems incorporate appropriate visual and audible alert mechanisms, and evacuation procedures are adapted to support students who may require assistance. Accessibility arrangements are reviewed periodically, and reasonable adjustments are implemented in accordance with the Equality Act 2010 to ensure that disabled students are able to participate fully, safely and with dignity in boarding life.

Improving the Delivery of Information

The College recognises that accessibility extends beyond physical premises and includes the manner in which information is communicated.

Alternative Formats for Written Information

College information, newsletters and prospectus materials will be made available in alternative formats upon request. The accessibility of the College website is being reviewed in accordance with the Equality Act 2010 to ensure improved usability across devices, including mobile platforms.

The College will maintain a list of alternative communication methods, including electronic formats and assistive-compatible documents. The objective is to ensure that information is available in accessible forms when required. This remains an ongoing priority.

Presentation of Written Materials

The College will continue reviewing its staffing capacity and resources to ensure that materials can be delivered in formats other than traditional written form where necessary. This includes electronic delivery and assistive-compatible formats.

This provision has been established and remains under review to ensure information is delivered in ways most suitable for individual needs.

Monitoring and Review

This Accessibility Plan is implemented by the Principal and reviewed annually. Progress is assessed in relation to:

- Curriculum access developments
- Physical environment improvements
- Information accessibility
- Training outcomes
- Resource allocation

Any identified deficiencies or emerging needs are addressed through proportionate action planning and budget consideration.

The College remains committed to continuous improvement in accessibility and inclusion and recognises that accessibility is an evolving responsibility requiring ongoing evaluation and development

Appendix C: Race Equality Policy

Legal Status: This Policy is prepared in accordance with the Equality Act 2010 and the Education (Independent School Standards) Regulations (as amended), particularly Part 2 (Spiritual, Moral, Social and Cultural Development), Part 3 (Welfare, Health and Safety of Pupils), and Part 8 (Quality of Leadership and Management).

The Equality Act 2010 provides the statutory framework governing protection from discrimination on the grounds of protected characteristics, including race. For the purposes of this Policy, race includes colour, nationality, ethnic or national origin.

While independent schools are not generally subject to the Public Sector Equality Duty, the College has had regard to the principles underpinning that duty in promoting equality of opportunity, eliminating discrimination and fostering good relations within its community.

This Policy forms part of the College's wider Equality, Diversity and Inclusion framework and should be read in conjunction with the College's Equality and Diversity Policy and other related policies, including the Anti-Bullying Policy, Admissions Policy, Inclusion Policy, Behaviour and Discipline Policy, Safeguarding Policy and Curriculum Policy.

David Game College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment.

Scope and Application: This Policy applies to the whole College community, including students, staff (teaching and support), the Proprietor, volunteers, students on placement and any individuals engaged in College activities. It applies to all aspects of College life, including extra-curricular provision and activities taking place outside normal College hours.

The Policy is made available to parents and staff via the College website, on internal staff systems, in reception and on request from the College Office.

Monitoring and Review: The Principal has responsibility for the operational implementation of this Policy. The Proprietor retains strategic oversight and will receive periodic reports relating to race equality, including monitoring data, recorded incidents and any identified trends.

This Policy will be subject to ongoing review and formal evaluation at least biennially, or sooner where legislative change, regulatory development or operational experience indicates that revision is required. Its effectiveness will be assessed through leadership review processes, incident analysis, attainment monitoring and consultation where appropriate.

Statement of Commitment

This Policy sets out the College's commitment to tackling racial discrimination, promoting equality of opportunity and fostering good relations within the College community.

David Game College is committed to ensuring that every member of its community is treated with respect and dignity. Each person will be given fair and equal opportunity to develop their full potential, with positive regard to the protected characteristics identified in the Equality Act 2010.

The College recognises that promoting race equality is not a standalone activity but is embedded within its broader equality and inclusion framework. The College is committed to eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity; and fostering mutual respect and understanding between individuals from different racial and cultural backgrounds.

Promoting Race Equality

The College will actively promote race equality and oppose racism in all its forms. It seeks to create an ethos in which diversity is valued and discrimination is neither tolerated nor ignored.

This commitment includes:

- Treating all members of the College community as individuals with their own abilities, beliefs, experiences and backgrounds.
- Maintaining high expectations for all students, irrespective of race or ethnicity.
- Promoting mutual respect and open discussion of equality issues.
- Identifying and removing practices that may give rise to discrimination, whether direct or indirect.
- Ensuring that marketing materials, communications and public representations of the College reflect inclusivity and diversity appropriately.

The College recognises the historical significance of the findings of the Stephen Lawrence Inquiry (Macpherson Report, 1999) in shaping national approaches to institutional racism and remains committed to ensuring that its systems, culture and procedures do not permit discriminatory practices to develop.

Roles and Responsibilities

Promoting race equality is the responsibility of all members of the College community.

The Proprietor has overall responsibility for ensuring that the College complies with the Equality Act 2010 and relevant regulatory requirements. The Proprietor will monitor the implementation of this Policy and consider reports relating to racial incidents, trends and equality outcomes.

David Game College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment.

The Senior Management Team will demonstrate leadership commitment to race equality and ensure that staff understand their responsibilities under this Policy.

A designated Race Equality Co-ordinator will support policy development, monitoring and evaluation, maintain awareness of current guidance and good practice, and support colleagues as required.

All teaching and support staff are responsible for implementing this Policy in their professional practice. Staff will receive appropriate training and guidance in equality, diversity and inclusion as part of induction and ongoing professional development. Training provision will include awareness of unconscious bias, inclusive curriculum practice, the handling of racist incidents and relevant safeguarding considerations.

Students are expected to treat one another with respect and to report any incidents of racism or racial harassment to a member of staff.

Curriculum, Teaching and Learning

The College promotes an inclusive curriculum reflecting the diversity of contemporary society. Racism and discrimination are challenged wherever they arise, and teaching approaches encourage positive attitudes to ethnic difference and cultural diversity.

Curriculum planning takes account of the background and needs of all students. Assessment outcomes are used to identify needs, inform resource allocation and support appropriate intervention strategies. The College monitors attainment and progress to identify patterns or disparities and will consider proportionate strategies where differences are identified.

Any collection or use of data relating to ethnicity will be undertaken in accordance with data protection legislation, ensuring that information is processed lawfully, proportionately and transparently.

English as an Additional Language (EAL)

The College recognises and values bilingualism. The language and learning needs of students with English as an Additional Language are identified and supported appropriately. Cultural and linguistic diversity is reflected in teaching materials, displays and enrichment activities where appropriate.

Behaviour, Discipline and Exclusion

The College's behaviour and discipline procedures are applied fairly and consistently. The College monitors behaviour data, sanctions and exclusions to ensure that policies do not disproportionately impact particular groups and to identify any patterns requiring attention.

Racism and Racial Harassment

Racist behaviour or racial harassment is unacceptable and will not be tolerated.

Racist incidents may include physical assault, verbal abuse, damage to property, exclusionary behaviour or discriminatory refusal to cooperate on racial grounds. All staff are required to respond promptly and appropriately to such incidents.

Where an incident occurs, staff will intervene, support the victim, address the behaviour of the perpetrator and report the matter to senior leadership. Incidents will be recorded centrally, investigated as appropriate and, where necessary, communicated to parents. Records of such incidents will be reviewed periodically to identify trends and inform preventative strategies.

Where incidents meet safeguarding thresholds, they will also be addressed in accordance with the College's Safeguarding Policy.

The Proprietor will receive appropriate oversight information regarding serious or repeated incidents.

Admissions and Attendance

The College's Admissions Policy ensures that admission procedures are fair and non-discriminatory. Attendance monitoring is undertaken consistently for all students. Provision is made for authorised absence for religious observance in accordance with College procedures.

Staff Recruitment and Professional Development

Recruitment and selection procedures are conducted in accordance with equality legislation and safer recruitment requirements. The College monitors recruitment and career progression practices to ensure that discrimination does not occur.

The College provides professional development opportunities relating to equality, diversity and inclusion and will review such provision periodically to ensure effectiveness.

Monitoring and Assessing Impact

The College will monitor the impact of this Policy on students, staff and parents. Monitoring may include analysis of attainment data, behaviour records, exclusion data, recorded racist incidents and feedback from the College community.

Leadership will assess whether policies or practices have, or could have, unintended adverse effects on particular racial groups. Where concerns are identified, proportionate action will be taken to address them.

The effectiveness of this Policy will be evaluated through established review processes, and findings will inform ongoing development planning.