



## **Equality and Inclusion Policy**

### **1. Purpose and scope**

ExpertEase Tuition is committed to providing tuition and related services in a way that respects the dignity of every child, young person, parent or carer, member of staff, tutor, contractor and visitor. We aim to prevent unlawful discrimination, promote fair access to our services and respond appropriately when barriers or concerns are identified.

This policy applies to the delivery of tuition and related services, including face-to-face and online provision, and to conduct connected with ExpertEase Tuition. Employment matters are also subject to the Equality Act 2010 and relevant employment policies and procedures.

This policy should be read alongside safeguarding, safer recruitment, complaints, behaviour, special educational needs and disabilities (SEND), accessibility, data protection and other relevant policies where those apply.

### **2. Safeguarding and inclusion statement**

We respect and value all children and are committed to providing a caring, friendly and safe learning environment in which pupils can learn in a relaxed and secure atmosphere. Every adult employed by, contracted by or invited to deliver services for ExpertEase Tuition shares responsibility for safeguarding and promoting the welfare of pupils.

Equality and safeguarding are closely connected. Discriminatory bullying, harassment, abuse, neglect or exclusion may create or increase safeguarding risks. Concerns about a child's welfare will be addressed through the safeguarding procedures, while equality concerns will also be considered under this policy where relevant.

### **3. Legal framework**

ExpertEase Tuition will comply with applicable equality law, principally the Equality Act 2010. As a provider of services to the public, the organisation must not unlawfully discriminate against, harass or victimise people when providing its services and has a duty to make reasonable adjustments for disabled people where the statutory duty applies.

The Public Sector Equality Duty (PSED) applies to public authorities and to other organisations only when they are exercising a public function. ExpertEase Tuition does not assume in this policy that it is itself a public authority. If it carries out a public function or delivers work under arrangements that create additional equality duties, those duties will be considered for the relevant activity.

The organisation will also have regard to the Equality and Human Rights Commission (EHRC) statutory Code of Practice on Services, Public Functions and Associations, which became statutory on 5 August 2026. The Code explains how the Equality Act applies to service providers and reasonable adjustments.

#### **4. Protected characteristics**

The Equality Act 2010 identifies nine protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The way the Act applies can differ according to context. In particular, some service provisions do not apply to age where the person is under 18, and marriage and civil partnership is not protected in every service context. ExpertEase Tuition will nevertheless seek to treat pupils fairly and respectfully regardless of age, family circumstances or other personal characteristics.

#### **5. Our commitments**

ExpertEase Tuition will seek to:

- provide tuition and related services fairly and without unlawful discrimination, harassment or victimisation;
- identify and remove avoidable barriers to access, participation and learning;
- make reasonable adjustments for disabled pupils, parents or carers and service users where required, and consider reasonable adjustments for staff under the applicable employment provisions;
- respond promptly to discriminatory language, bullying, harassment or exclusion;
- use respectful, inclusive and age-appropriate language and learning materials;
- take account of individual needs when planning tuition, communication, activities and access arrangements;
- ensure decisions about admission to, continuation in or withdrawal from tuition are based on legitimate, relevant and non-discriminatory considerations;
- support staff and tutors to understand their responsibilities under this policy and the Equality Act 2010; and

review this policy and relevant practice when legislation, statutory guidance or the nature of our provision changes.

## **6. Reasonable adjustments and disability**

We will consider reasonable adjustments where a disabled person would otherwise be placed at a substantial disadvantage in accessing or using our services. Adjustments will be considered individually, taking account of the person's needs, the effectiveness and practicality of the adjustment, the resources available and the circumstances of the service.

Depending on the circumstances, adjustments may include changes to communication, teaching methods, timing, seating or room arrangements, online access, provision of information in a more accessible format, or changes to a policy or practice. We will discuss needs with the pupil and, where appropriate, their parent or carer. We will not charge a disabled service user for a reasonable adjustment that the law requires the organisation to make.

Where a requested adjustment cannot reasonably be made, we will explain the position and consider whether another effective adjustment or alternative arrangement is available.

## **7. Preventing discrimination, harassment and victimisation**

Unlawful discrimination may include direct discrimination, indirect discrimination, discrimination arising from disability and failure to make reasonable adjustments. The Equality Act also protects people against victimisation because they have raised or supported an equality complaint or done another protected act.

Discriminatory bullying, abusive language, stereotypes, unwanted conduct and sexual harassment are not acceptable within ExpertEase Tuition. Reports will be taken seriously and addressed in line with safeguarding, behaviour, complaints, disciplinary or other relevant procedures.

## **8. Inclusive teaching and learning**

Tutors should plan and deliver tuition in a way that supports participation and avoids unnecessary barriers. This includes, where appropriate:

- using examples, resources and texts that do not reinforce harmful stereotypes;
- challenging discriminatory language or behaviour in an age-appropriate way;
- adapting teaching and communication to support identified learning, disability or accessibility needs;
- respecting religion or belief while maintaining a safe, lawful and inclusive learning environment;
- avoiding assumptions about a pupil's background, family, abilities or identity; and
- raising concerns where a pupil appears to be excluded, bullied or disadvantaged because of a protected characteristic.

## **9. Admissions, access and service decisions**

Enquiries, admissions and service decisions will be handled fairly. Any eligibility criteria, waiting-list arrangements, fees, attendance expectations or other conditions should be applied consistently unless a lawful exception or reasonable adjustment is appropriate.

A request connected with a protected characteristic will not by itself be a reason to refuse tuition. Where ExpertEase Tuition cannot safely or reasonably meet a pupil's needs, the decision should be based on the actual circumstances, available provision and relevant professional or safeguarding considerations, rather than assumptions or stereotypes.

#### **10. Staff, tutors and contractors**

Everyone working for or on behalf of ExpertEase Tuition is expected to:

- follow this policy and treat pupils, families, colleagues and visitors with dignity and respect;
- avoid unlawful discrimination, harassment, victimisation and discriminatory bullying;
- make or support agreed reasonable adjustments;
- report equality or safeguarding concerns promptly through the appropriate route;
- maintain confidentiality and only share sensitive information where there is a lawful and legitimate need; and
- participate in relevant induction, safeguarding and equality training appropriate to their role.

#### **11. Raising concerns and complaints**

A pupil, parent, carer, staff member or other person may raise an equality concern with the Director or through the organisation's complaints procedure. Concerns should be recorded and considered promptly, fairly and sensitively.

No person should be treated adversely because they have raised, supported or participated in a genuine equality complaint. Where a concern also indicates a safeguarding risk, safeguarding procedures take priority and will be followed without delay.

#### **12. Monitoring and review**

The Director is responsible for overseeing this policy. The organisation will review relevant complaints, safeguarding concerns, requests for reasonable adjustments and feedback to identify recurring barriers or areas for improvement. Any monitoring will be proportionate and will comply with data protection requirements.

This policy will normally be reviewed at least annually and earlier where there is a material change in law, statutory guidance, the EHRC Code of Practice or the services provided by ExpertEase Tuition.

#### **13. Roles and responsibilities**

The Director will:

- approve and periodically review this policy;
- ensure relevant staff and tutors are aware of the policy;
- consider significant equality concerns and reasonable-adjustment issues;
- ensure action is taken where practice does not meet this policy; and
- keep appropriate evidence of review, training and actions where this is necessary and proportionate.

Staff, tutors and contractors are responsible for applying the policy in their day-to-day work and for raising concerns when they identify barriers, discrimination or safeguarding issues.

#### **14. Key legal and guidance references**

Equality Act 2010

GOV.UK: Equality Act 2010 guidance

EHRC: Code of Practice for Services, Public Functions and Associations (statutory from 5 August 2026)

GOV.UK: Public Sector Equality Duty guidance for public authorities

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|-------------------|-------------------------------------------------------------------------------------|
| Approved by       | Jade Gill                                                                           |
| Signature         |  |
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