



EQUALITY AND INCLUSION POLICY

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This policy does not form part of any contract of employment or other contract to provide services,
and we may amend it at any time.

I. INTRODUCTION

- I.1 Eton College has a long tradition of drawing staff and pupils from throughout the United Kingdom and overseas. We endeavour to recruit talented people and pupils from different social, faith and racial backgrounds and to promote cultural diversity.
- I.2 Subject to paragraph 2.1 below, we are committed to treating every person fairly in accordance with their personal merit, natural ability and attainment, regardless of any protected characteristic. We are committed to creating a diverse and harmonious community, in which people with different interests and backgrounds live and work together, learn from one another and treat each other with dignity and respect, free from discrimination, harassment or victimisation. We vigorously discourage behaviour that is likely to disrupt the harmony of the school community. We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- I.3 All members of staff must comply with this policy and parents are expected to support the aims of this policy.
- I.4 In this policy:
- “*Protected Characteristic*” means the protected characteristics defined in the Equality Act 2010 as being age; disability; gender reassignment; marriage or civil partnership; pregnancy and maternity; race; religion or belief; sex; or, sexual orientation.
 - “*Inclusion*” means an individual’s experience at the school the requirement for them to be and feel valued and have equal access to opportunities and resources.
 - “*Discrimination*” means: direct discrimination (when someone is treated less favourably than another person because of their protected characteristics or because it is thought that they possess a protected characteristic); discrimination arising from disability (when a disabled person is treated less favourably because of something connected to their disability unless this can be legally justified); associative discrimination (when discriminated is because of their association with someone who has a protected characteristic; and, indirect discrimination (when a rule, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic).
 - “*Harassment*” means unwanted conduct related to age; disability; gender reassignment; race; religion or belief; sex; or, sexual orientation which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.
 - “*Sexual harassment*” means unwanted conduct of a sexual nature or that is related to gender reassignment or sex which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual or less favourable treatment because they submit to or reject sexual harassment or harassment related to sex or gender reassignment.
 - “*Victimisation*” means the situation when an employee is treated badly or suffers a detriment because they have made or supported a complaint, claim or a grievance which relates to discrimination, harassment or sexual harassment or because they are suspected of doing so or anything else in relation to the Equality Act 2010.
- I.5 This policy should be read in conjunction with the following school policies:
- Accessibility Plan
 - Admissions Policy
 - Behaviour Policy
 - Complaints Policy

- Prevention of Bullying and Unkindness Policy (pupils)
- Prevention of Bullying and Harassment Policy (staff)
- Safeguarding Policy
- SEND Policy
- Staff Code of Conduct (and our Employment Policies)

2. EQUAL OPPORTUNITIES FOR PUPILS

- 2.1 We are an academically selective, boarding school for boys and so we rely on the provisions in Schedule 11, sections 1 and 8(2)(c) of the Equality Act 2010 which permit us to select our pupils on the basis of their sex (i.e. gender assigned at birth) and academic ability. Our approach to gender reassignment is explained in our Transgender Policy.
- 2.2 Subject to paragraph 2.1 above, we encourage applications from prospective pupils with as diverse a range of backgrounds as possible regardless of any protected characteristics or social background. This enriches our community and is vital in preparing our pupils for today's world.
- 2.3 Admission to Eton depends upon a prospective pupil meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all our pupils commensurate with the ethos to which we aspire. We select pupils on the basis of their academic ability, their co-curricular profile, and suitability for life in a large full boarding school. The academic and social demands at school also mean that pupils must be fluent English speakers. This criterion must be met throughout the pupil's time at Eton and it is a matter for us to determine whether or not a pupil continues to meet it. We apply this criterion to all pupils regardless of any disability or special educational need of which we are aware. This is subject to our obligation to make reasonable adjustments so as not to put any such pupil at a substantial disadvantage compared to their peers.
- 2.4 Our admissions literature (including website), policy, examinations and procedures (including access to scholarships and bursaries) have all been designed so as to ensure equal opportunities for admission to the school subject to the single sex and academic criteria.
- 2.5 We welcome applications from pupils with special educational needs or disabilities within the context of being an academically selective school. Our Learning Support Department provides assistance for pupils with specific learning difficulties. We also cater for pupils who are physically disabled, although some constraints on physical access remain due to the historic nature of some of the buildings and the geography of the site.
- 2.6 At the time of application, parents are asked to inform us of any disability or special educational need in respect of a prospective pupil that may affect their child's performance in the admissions process and/or their ability to fully participate in the education and co-curricular opportunities provided. This enables us to consider and make any reasonable adjustments.
- 2.7 During the assessment of any prospective pupil, we may take such advice and require such additional information as we deem appropriate. We are unable to offer a place to a child with disabilities or severe life-threatening allergies if, after reasonable adjustments have been considered, we are unable to adequately cater for or meet their needs.
- 2.8 Subject to paragraph 2.1 above, to our ability to reasonably make adjustments and to considerations of safety and welfare, we afford all pupils admitted to the school access to educational provision, including all benefits, services and facilities, irrespective of any protected characteristic.
- 2.9 School Life: Every pupil is expected to contribute to the best of their ability to the life of the school, not only in the schoolroom and through academic achievement, but also in various co-

curricular activities. Every pupil is expected to use good sense and treat all members of the community fairly and decently. We educate our pupils about the nature and harmful effects of discriminatory behaviour, intolerance and radicalisation, and they are encouraged to be alert to, and report such behaviour.

- 2.10 The Lower Master will consider requests from parents and pupils for variations in formal dress for reasons related to a protected characteristic, provided they are consistent with the School's Health and Safety policy, and it is reasonable in all the circumstances including our obligations under the Equality Act 2010.

3. EQUAL OPPORTUNITIES FOR STAFF

- 3.1 We support the principle of equal opportunities in employment and are committed to encouraging equality and diversity among our workforce and eliminating all forms of unlawful discrimination by or towards staff (which for these purposes includes the Provost and Fellows, employees, consultants, supply staff, volunteers, interns and those undertaking work experience, casual workers and agency workers). This includes discrimination in relation to recruitment, pay and conditions, training, appraisals, promotion, conduct at work, disciplinary and grievance procedures, and termination of employment.
- 3.2 All staff will receive the same equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.
- 3.3 We expect all staff to respect and adopt the school's approach to diversity and equality. Staff with management or leadership responsibility are expected to lead by example and encourage those they manage to adhere to this policy and promote our aims and objectives with regard to equal opportunities. All members of staff must uphold our approach and promote the principle of equality of opportunity and inclusivity in all their dealings with pupils, whether within the schoolroom or outside.
- 3.4 Staff, as well as the school itself, can be held personally liable for or breaching the Equality Act 2010 and acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against colleagues, pupils or third parties.
- 3.5 The school takes a zero-tolerance approach to sexual harassment, which is unwanted behaviour of a sexual nature or less favourable treatment because of how someone responded to previous sexual harassment. The school requires that all staff abide by the Prevention of Bullying and Harassment Policy (staff) which is available on Atlas/Firefly. It also expects staff to undertake and engage with training in relation to sexual harassment when requested.
- 3.6 As an equal opportunities employer, we are committed to:
- a) encouraging equality and diversity in the workplace;
 - b) creating a working environment free from bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all and an environment where individual differences and the contributions of all staff are recognised and valued;
 - c) swiftly addressing complaints of bullying, harassment, sexual harassment, victimisation and unlawful discrimination by staff, and those persons whom they may come across in the course of their work activities. In the case of employees, such acts will be dealt with as misconduct under the disciplinary procedure and, where found to have taken place, may amount to gross misconduct so as to lead to summary dismissal;

- d) swiftly addressing complaints about behaviour or language made by third parties (including parents, members of the public and suppliers) towards members of staff;
 - e) making opportunities for training, development and progress available to all staff, and encouraging staff to reach their full potential, so their talents and resources can be fully utilised;
 - f) making staffing decisions based on merit (apart from in any necessary and limited exemptions permitted by law which may, for example, allow the school to stipulate that, because of the nature of the job in question, for example, only people of a particular race or religion, age are eligible or to say that a role should allocated to a colleague rather than being the subject of an open competition); and
 - g) regularly reviewing employment practices and procedures to promote fairness and to take into account any changes in the law.
- 3.7 Where members of staff have needs (e.g. cultural, religious, disability, or gender based) which may require adjustments to existing workplace practice, consideration will be given to whether or not it is reasonably practicable to vary or adapt work requirements and/or practice to enable such needs to be met.
- 3.8 Part-time and fixed-term staff should be treated the same as comparable full-time or permanent staff and enjoy no less favourable terms and conditions, unless different treatment is justified.
- 3.9 Training is an integral part of promoting equal opportunities and our staff are required to undergo such training as is relevant and appropriate for their role.

4. EQUAL OPPORTUNITIES FOR VISITORS

- 4.1 We are committed to providing an environment which, wherever reasonably practicable, enables members of the public to access our facilities for the purposes of attendance at functions held on our premises, participation in our outreach activities (such as the Summer Schools) and visiting our historic collections. Improvements and adjustments have been made to provide better access to the historic buildings for those with physical disabilities. Information about access is available on our website. We ask visitors to make clear prior to their visit if specific access requirements are needed. If access cannot reasonably be provided, this will be made clear at an early stage so as to minimise inconvenience.
- 4.2 Subject to our statutory duties to safeguard children and to have due regard for the need to prevent people being drawn into terrorism, we permit the general public to hire many of our buildings for a variety of functions. Any limitations to access are made clear to the hirers of venues and, where possible, reasonable adjustments will be made, even if temporary.
- 4.3 We are aware of our obligations to extend accessibility for people with physical disabilities. We have undertaken a services-based access audit and introduced a number of structural and procedural measures. We maintain an Accessibility Plan for the improvement of accessibility to its buildings. This plan is reviewed regularly by the Inspection Committee (a sub-committee of the Leadership Team) and reported upon to the Regulatory and Compliance Committee of the Provost & Fellows.

5. INCLUSION IN EDUCATION

- 5.1 To support and individual's experience at the school, to be and feel valued and have equal access to opportunities and resources, use is made of assemblies, tutoring, 'Social Personal

Health Economic Relationships and Employability' education (SPHERE) and other lessons, INSET sessions and staff meetings to:

- a) promote tolerance and respect for each other, paying particular regard to the protected characteristics set out in Equality Act 2010;
- b) promote positive images and role models to avoid prejudice and raise awareness of related issues;
- c) foster an open-minded approach among both pupils and staff recognising the contribution made by different cultures; and
- d) ensure that both pupils and staff understand why and how discriminatory behaviour is unacceptable, and our approach to dealing with any incidents.

6. RAISING CONCERNS

- 6.1 Any member of staff who believes they are being unfairly treated should raise their concerns with a member of the HR team. Concerns could relate to treatment by colleagues or third parties, or concerns of a systemic nature relating to employment. Where concerns relate to treatment by another person or group, matters may be dealt with formally or informally depending on the situation. For more information about ways in which concerns may be addressed please see the Prevention of Bullying and Harassment Policy, and/or the Grievance Procedure which is available on Atlas/Firefly.
- 6.2 Any person, who has reason to think that we have acted unfairly in the educational sphere, should tell the Lower Master their concerns, either in writing or in person. Should the Lower Master appear to be involved in the incident, the concerns should be addressed to the Head Master.
- 6.3 The Leadership Team and the Director of Inclusion Education shall at all times be alert for any indication that any persons or group of persons are being unfairly treated by virtue of any protected characteristic and shall ensure that we take effective action to prevent and tackle discriminatory behaviour.
- 6.4 There must be no victimisation or retaliation against staff or pupils who complain about discrimination. However, making a false allegation in bad faith will be treated as misconduct and dealt with under our Disciplinary Procedure.

7. BREACH OF THIS POLICY

- 7.1 Pupils - The school's Behaviour Policy supports the school's commitment to treat everyone fairly in accordance with their personal merit, natural ability and attainment, regardless of age; disability; gender reassignment; marriage or civil partnership; pregnancy and maternity; race; religion or belief; sex; or sexual orientation. Any breach of the School Rules or other conduct that includes an element of victimisation, discrimination or harassment due to any protected characteristic will be considered as an aggravating factor when deciding on the appropriate sanction.
- 7.2 Staff - Similarly, any member of staff who acts in breach of this policy may be sanctioned for misconduct, which could lead to disciplinary action up to and including summary dismissal.
- 7.3 Third parties - Any parent or other third party including but not limited to members of the public who is believed to have expressed any form of discrimination against, or harassment of, any pupil or member of staff will be required to leave the premises immediately.

8. MONITORING THE EFFECTIVENESS OF THIS POLICY

- 8.1 As part of the admissions process, we invite the parents of both candidates and those who accept places for their nationality and ethnicity.
- 8.2 As part of our recruitment processes, we ask applicants to provide demographic information.
- 8.2 Our activities divide into the educational, staff and public spheres. The Lower Master is responsible for overall monitoring and implementation of the Equality Act 2010 with input from the HR Director, Deputy Head (Curriculum), Head of Learning Support, Director of Inclusion Education and the Buildings and Facilities Director