

Equality and Diversity



Approved by:	Trustee Board	Date:	2025
Signed:		Position:	
Last review:	March 2025	Next review by:	March 2026

Monitoring arrangements

This policy will be reviewed at least annually in line with relevant legislation and any other relevant guidance. The Trustees are responsible for ensuring the implementation of this policy and that regular reviews take place.

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Inclusion Education is the working name of Inclusion Education CIO registered number 1162711			

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1 Aims, Scope and Principles

This policy applies to the Inclusion Education (Inclusion Education CIO) and applies to all employees, contractors and volunteers at Inclusion Education and its provisions: Inclusion School, Inclusion College and EB8, collectively referred to hereafter as 'Inclusion Education'.

All employees, volunteers and contractors have a responsibility to adhere to this policy and will be made aware of this policy as part of their induction, supervision, and training.

Our organisation aims to meet its obligations by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation.

Our organisation aims to promote respect for difference and diversity in accordance with our values.

Inclusion Education is committed to being inclusive as we see a diverse population of both learners, students and staff as one of its greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all our activities.

The organisation is committed to promoting and developing inclusion and equality of opportunity in all its functions and will seek to do this by:

- Communicating its commitment to equality and diversity to all members of its community.
 - Ensuring all staff, students and learners are aware of the aims of this policy.
 - Developing monitoring, evaluation and review mechanisms of policies and procedures and decision-making.
 - Demonstrating our zero-tolerance attitude towards discrimination by taking all allegations seriously.
 - Ensuring a diverse and inclusive curriculum and resources.
- Promote equality of opportunity for all members of the Inclusion Education community.

- Provide a secure environment in which all our staff, learners and students can thrive.
- Provide a learning environment where all individuals feel valued and feel they have a sense of belonging.
- Prepare learners and students for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide and promote positive information about the diversity of UK society.
- Actively challenge discrimination and ensure that all members of the Inclusion Education community learn from these experiences.
- Embed Inclusion through all our activities.

The organisation will:

- Treat all members of the Inclusion Education community with respect and dignity and seek to provide a positive working and learning environment free from discrimination.
- Endeavour to meet the needs of all young people and ensure that there is no unlawful discrimination on the grounds of any of the protected characteristics.
- Ensure those learners/students with an Education Health and Care Plan receive necessary educational and welfare support.
- Ensure that learners/students with English as additional language receive additional support, such as extra English tuition, where required.
- Monitor the admission and progress of learners/students from different backgrounds.
- Challenge inappropriate discriminatory behaviour by learners, students, staff and parents.
- Foster a culture which promotes openness and encourages learners/students to come forward if they have experienced discrimination.
- Offer all learners and students access to all areas of the curriculum.
- Ensure that all staff are aware of their responsibilities to promote equality of opportunity and are given appropriate training and support.
- Work with parents and external agencies where appropriate to combat and prevent discrimination within the organisation.
- Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices.

To achieve these aims we will:

- Involve, where reasonably practicable, all members of the Inclusion Education community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and share the policies to the whole community.
- Collect and analyse data (such as examination results) to monitor any potential disadvantage amongst the learner and student body.

- Help to overcome any potential barriers to learning by providing for learners'/students' diverse needs and learning styles including any learning support needs and/or disabilities a learner may have.
- Ensure the wider curriculum promotes and celebrates equality and diversity.
- Operate a clear zero tolerance policy towards abusive or discriminatory behaviour.
- Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination.
- Our ethos states that: Inclusion Education is a welcoming organisation where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered.
- We are committed to the development of the whole person within a supportive, secure and creative environment. A balanced and appropriate curriculum provides equal opportunity for all irrespective of difference, to maximise their potential and thrive.
- We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

1.1 Admissions

Inclusion Education treats every application for admission in a fair and equal way in accordance with the referral process. The organisation accepts applications from, and admits, learners and students irrespective of any protected characteristic.

As part of the referral process Inclusion Education will be informed of any learning / support needs of the young person. The organisation will not offer a place to a young person if, after reasonable adjustments have been considered, they cannot adequately cater for and/or meet their needs.

1.2 Educational Services

Inclusion Education affords all learners/students access to educational provision including all benefits, services and facilities irrespective of any protected characteristic subject to the organisation's obligations under the Equality Act 2010 and considerations of safety and welfare.

The organisation will not discriminate against a staff member, learner or student on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

Inclusion Education will seek to educate learners and students in a multicultural, anti-racist environment using the curriculum, PSHE programme and external speakers to promote understanding and appreciation of other faiths, races, cultures.

The organisation recognises that discrimination may be, for example, direct, indirect or arising from disability whether or not it was intentional.

Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with Inclusion Education's Anti- Bullying and Behaviour Policies.

1.3 Religious Beliefs

Inclusion Education's ethos is not based on any one religious belief, values or traditions, the organisation is inclusive and welcomes and respects the rights and freedoms of individuals from all or no religions and faiths.

1.4 Reasonable Adjustments

The organisation has an ongoing duty to make reasonable adjustments for staff, learners and students which require them to ensure they do not suffer a substantial disadvantage in comparison to others.

We will carefully consider any reasonable proposals for aids and services in light of a disability

Inclusion Education will make reasonable adjustments for staff or learners/students who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender.

Making alterations to the physical environment of the organisation is not legally required as part of the reasonable adjustment's duty, however, Inclusion Education monitors and reviews all aspects of the provision to consider what steps can be taken to alleviate any disadvantage caused to those within the organisation's community.

2 Roles and Responsibilities

The CEO will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the organisation including to staff, our students and learners and parents/carers.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Heads of Provisions and Senior Leaders.

Heads of Provisions and Senior Leaders will:

- Support the CEO in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Support the organisation in identifying any staff training needs, and deliver training as necessary.

All Staff and members of the Inclusion Education Community are responsible for being alert to and challenging discrimination; embracing diversity; respecting different faiths and beliefs, and upholding equality of opportunity for all.

3 Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require organisations to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and organisations](#), the [technical guidance for organisations from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

4 Eliminating Discrimination

The organisation is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

New staff receive training on Equality and Diversity and the Equality Act as part of their induction, and all staff receive refresher training every 2 years.

5 Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the organisation aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils or staff with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of the organisation's choices and activities).

In fulfilling this aspect of the duty, the organisation will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6 Fostering Good Relations

The organisation aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Making staff and pupils aware of our behaviour and anti-bullying policies.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7 Monitoring Arrangements

Organisation-specific equality objectives will be reviewed by the CEO at least every 4 years. This document will be reviewed by The Trustees annually, to ensure continued compliance with the PSED.

8 Links with other policies

- Safer recruitment policy.
- Anti-Bullying and Sexual Harassment policy.
- Behaviour policies.