



EQUALITY & INCLUSION POLICY

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Under the Public Sector Equality Duty, IncludEd Learning has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. IncludEd Learning will take into account equality considerations when policies are being developed, adopted and implemented.

IncludEd Learning serves the needs of a very large and diverse range of children, young people and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe. We acknowledge that our students are often living with a range of very complex needs including mental ill health and therefore we keep the needs of the student at the heart of all decisions. We will, therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long term education and health needs.

Research highlights that education, health and wellbeing are intrinsically linked. 'Education is strongly associated with life expectancy, morbidity and health behaviours' (The Lancet Public Health, 2020). IncludEd Learning recognises the important role we play in reducing health inequalities by providing a high quality curriculum which promotes positive engagement in education and enables learners with medical and mental health needs to make progress.

→ 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- a) Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- c) Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

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 schools 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 schools](#).

The protected characteristics covered by the Equality Act are:

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

→ 2. Roles and Responsibilities

The Advisory Panel will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- 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 to the Head.
- Meet with the designated members of staff for equality and the school council as and when required, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the Advisory Panel regarding any issues.

The Head will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Ensure that the school's equality objectives are built into the school's wider development plans.
- Monitor success in achieving the objectives and report back to the Advisory Panel.

SLT will:

- Support the Head in promoting knowledge and understanding of the equality objectives among all staff and pupils.
- Meet with the Head as and when required to raise and discuss any issues
- Support the Head in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

→ 3. Eliminating Discrimination

The school 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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

→ 4. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school 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 with disabilities, or pupils who are gay and are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in any extracurricular activities on offer).

IncludEd Learning recognises its duty to promote equality and eliminate unlawful discrimination within the workplace and the school environment.

The Equalities Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a child:

- a) In relation to admissions.
- b) In the way it provides education for children.
- c) In the way it provides children access to any benefit, facility or service, d) Or by excluding a child or subjecting them to any other detriment.

It is the responsibility of all staff and children to support and promote Equal Opportunities and to achieve equality and inclusion.

IncludEd will:

- Treat people as individuals with consideration and respect for their needs.
- Provide services and opportunities that are open to all.
- Provide a welcoming, supportive and safe environment for all staff, children and visitors.
- Commit to developing an organisational culture that values all people and the individual contribution that they make.
- Provide appropriate training and development opportunities to facilitate the effective delivery of education.
- Encourage the recruitment of staff from all parts of the community.
- Influence other staff and agencies to be aware of their responsibilities under relevant legislation and through this help to create a culture that encourages and promotes inclusion.

- Accept our responsibilities and work within the requirements set out in all relevant legislation. i) Publish our Equalities Policy and Objectives on our website.

All staff are responsible for:

- Dealing with incidents of unlawful discrimination and bullying.
- Being able to recognise and tackle bias and stereotyping.
- Promoting equality and good relations between all groups
- Keeping up to date with the law on discrimination and taking up training opportunities.
- Striving to provide images and lesson plans that show positive images of and are inclusive of people from the protected characteristics.

→ 5. Requirements

It is against the law to discriminate against anyone because of: a) Age.

b) Being or becoming a transsexual person.

c) Being Married or in a civil partnership.

d) Being pregnant or on maternity/paternity leave.

e) Disability.

f) Race – including colour, nationality, ethnic or national origin.

g) Religion, belief or lack of religion/belief.

h) Sex.

i) Sexual orientation

j) Gender - IncludEd Learning recognises the history of discrimination and stereotyping on the grounds of gender and strives to ensure that all its policies and procedures work against all forms of sexism within the school.

k) These are commonly referred to as the 'protected characteristics.

Further detail on some of these categories are included in the following sentences.

The Equality Act 2010 makes it unlawful to discriminate directly or indirectly on these grounds or to apply requirements or conditions, which have a disadvantageous effect on people of a particular sex or marital status, where they cannot be justified, it aims to protect people from discrimination in the workplace and wider society.

3.1. Sexual Orientation

IncludEd Learning values all staff and children equally, regardless of their sexual orientation or gender assignment. It aims to create an environment, within which the sexual orientation of all its staff and children is respected.

3.2. Religion & Belief

IncludEd Learning values the diversity brought to the school by different groups of staff and children and aims to create an environment within which the cultural, religious and nonreligious beliefs of all are respected. It also aims to ensure that the school's recruitment and selection and admission procedures, as well as employment practices, such as dress codes and disciplinary procedures, treat everyone fairly regardless of their religion or belief.

3.3. Race

IncludEd Learning understands that it is unlawful to discriminate directly or indirectly on the grounds of colour, race, nationality, ethnicity or national origin, or to apply requirements or conditions which have a disadvantageous effect on people of a particular racial group, and which cannot be justified on non-racial grounds.

3.4. Ex-Offenders

The Rehabilitation of Offenders Act 1974 enables some criminal convictions to become 'spent' or ignored, after a 'rehabilitation period'. A rehabilitation period is a set length of time from the date of conviction. After this period, with certain exceptions, an ex-offender is not normally obliged to mention the conviction when applying for a job.

There are however some exceptions to the general principle of the act whereby spent convictions are declared. For example, when assessing the suitability of a person for certain positions of trust, an employer is entitled to ask a candidate to reveal details of all convictions, whether spent or not. This in part will help ensure that children and other vulnerable groups are protected from those who may wish to do them harm by helping to prevent such people from being appointed to positions of authority and/or trust over them.

Having a criminal record will not necessarily bar you from working at IncludEd. This will depend on the nature of the position and circumstances and background of the offence(s). Please refer to separate statements regarding employment of ex-offenders.

→ 6. Disclosure and Barring Service Code of Practice

IncludEd Learning intends to ensure that information released in disclosures is used fairly and kept in a safe/lockable area, which is only accessible to authorised individuals. Information obtained from disclosures will not be used to discriminate against an individual.

→ 7. Equal Pay

IncludEd Learning is committed to equality of pay (Equal Pay Act 1970) and strives to ensure that all staff undertaking equal work in the same employment are entitled to equality in pay and terms and conditions.

→ 8. Disabilities

The Equalities Act 2010 defines disability as: *'when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'*

IncludEd Learning will give due regard to the provisions of the Act in the area of disability:

- a) Direct discrimination: the school will not treat any child less favourably because he/she is disabled.
- b) Indirect Discrimination: the school will not make changes for all children which may affect a disabled child less favourably. We will consider all changes in the light of the Equalities Act.
- c) Discrimination arising from Disability: we will not treat a child less favourably because of a consequence of their disability.
- d) Harassment: the school will not harass a child because of their disability.

→ 9. SEND

IncludEd Learning caters for children who have Education, Health & Care Plans/Statements of Special Educational Needs and will ensure that all staff are trained in understanding clearly what the implications of the child's needs are.

The school endeavours to ensure that no staff member or child is disadvantaged in any opportunity or access, because of a disability.

Wherever possible IncludEd Learning will support any reasonable changes which are necessary to allow equality of opportunity for all. (See Accessibility Plan).

→ 10. Fostering Good Relations

The school 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. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Celebrating diversity by participating in different national awareness events such as Black History Month and LGBT+ History Month.
- We develop links with people and groups who have specialist knowledge about particular characteristics, which will help inform and develop our approach eg. The Proud Trust/Just Like Us.
- Ensuring that Equality and Diversity remains a curriculum principle by celebrating national events as well as using curriculum materials which promote inclusivity.

→ 11. How Our School Promotes Equality

Quality of Education			
Objective	Actions	Responsible	Achieved By
All diverse pupils see themselves represented within the curriculum offer	<p>Use national data and school based data to identify groups with protected characteristics.</p> <p>Review the content of teaching resources and materials to ensure they represent society as a whole and known groups within IncludEd Learning.</p> <p>Survey students to find out how represented they feel.</p> <p>Purchase and promote resources and materials where gaps are identified.</p> <p>Include, as part of continuous professional development, the importance of reflecting diversity in teaching materials.</p>	NKN SLT	Ongoing

Behaviour and Attitudes			
Objective	Actions	Responsible	Achieved By
At least 90% of staff will report feeling confident in challenging stereotypes, gender norms and disablist language	<p>Arrange professional development opportunities for staff to develop their knowledge and understanding of stereotyping and unconscious bias.</p> <p>Build opportunities to review the use of inclusive language into whole school monitoring schedules.</p> <p>Review all policies to ensure they promote the school's approach to actively challenging stereotyping.</p> <p>Survey staff to find out how confident they feel in challenging stereotypes, gender norms and disablist language.</p>	NKN SLT	Ongoing
Anti-racism culture is	Develop staff understanding of anti-racism culture, terminology around race and	NKN SLT	Ongoing

embedded into all aspects of school life	<p>ethnicity, addressing systemic racism and microaggressions through continuing professional development.</p> <p>Survey staff, students and parents to gauge understanding and experiences of racism and prejudice.</p> <p>Review all policies to ensure they actively promote the school's anti-racist culture.</p> <p>Use the NEU Framework for Developing an anti-racist approach to review the curriculum and ensure there are opportunities for students to develop their understanding of racism and how to challenge it</p>	Whole school	
The school is recognised as a beacon of excellence for positive LGBT+ inclusion and visibility by an external moderator	<p>Identify a member of staff to lead on the self assessment process.</p> <p>Research options for self assessment frameworks and resources.</p> <p>Use the assessment tool to identify areas of strength, areas for development and create an action plan for change.</p> <p>Implement an action plan and review impact.</p> <p>Make use of support from external organisations to effectively implement change.</p> <p>Promote the NHS Rainbow badge initiative to staff and encourage participation.</p>	NKN SLT Whole school	ongoing

Staffing and Recruitment			
Objective	Actions	Responsible	Achieved By
There is a well rounded workforce which represents the community of the school	<p>Collect data on protected characteristics of workforce through voluntary, anonymous survey.</p> <p>Analyse data and compare to local and national data.</p> <p>Report data to governors on an annual basis and agree actions which will be taken if any issues arise.</p>	NKN SLT	Ongoing

There is a well rounded workforce who understand the breadth of diversity of the school population	<p>Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.</p> <p>Remove details relating to protected characteristics before shortlisting candidates.</p> <p>Continue to use the school's Cultural Fit model to support the school's mission to be non-discriminatory and inclusive.</p>		
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Monitoring arrangements

This document will be reviewed by the designated members of staff for Equality and Diversity, the Head and the governing body at least every 4 years. This document will be approved by the Advisory Panel and the Head of Centre.

Policy Adopted November 2025

Policy Review: November 2026