

Inclusion is at the
heart of our trust



Equality and Inclusion Policy



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Statement of intent

Oak Learning Partnership recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

At Oak Learning Partnership we believe in inclusion and belonging and we therefore aim to meet our obligations under the Public Sector Equality Duty (PSED) 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 including colour, nationality, and ethnic or national origin
 - Religion or belief
 - Sex
 - Sexual orientation

Our trust aims to promote respect for difference and diversity by providing an exceptional education for all learners through strong inclusive practices and ensuring that our people are highly valued and supported. We aim to show respect and kindness to everyone. We understand that by creating environments with strong core values everyone thrives.

All of our schools have their own core values which are taught and lived. These are important to us as they feed into our values-rich wider trust family. We also recognise that each school's core values are an important part of their individual identities.



1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This document is also based on the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools 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](#)

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

The Act makes it unlawful for the responsible body of a school or trust to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The trust will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy.

2. Roles and responsibilities

The board of trustees will:

- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate trust and school compliance with the PSED.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Provide information in appropriate and accessible formats.
- Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to local governors, staff, pupils and parents/carers.

The trust and school leadership will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the trust or school leadership as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up to date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and inclusion policies, procedures and codes.

3. Equality objectives

The trust is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The trust sees all members of the school community as of equal value, regardless of any protected characteristic. The trust's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The trust and school's Equality Information and Objectives Statement sets out how the trust and its schools are meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the trust and school website annually.

4. Collecting and using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the trusts and school's legal obligations.

The trust/school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The trust will use the information it obtains to analyse any gaps present in its equality documentary, including the Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy.

5. Publishing information

In fulfilling this aspect of the duty the trust will, for every school:

- Publish attainment data for each school 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 pupils

Relevant information about each school will be published on their individual websites.

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will publish information to show:

- Gender pay-gap reporting and other pay equality issues
- Policies and programmes in place to address equality concerns from staff

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Fostering good relations

The trust 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 the curriculum. This includes teaching in RE, citizenship

and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Making sure schools work with their local community. This includes each school inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents/carers to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

7. Addressing prejudice-related incidents

The trust and its schools are opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the trust.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Complaints procedures

The school and trust aim to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The trust will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the trust's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The trust will work to develop good professional relationships between colleagues; however, the trust understands that sometimes conflicts may arise. Through maintaining open communication, the trust wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the trust's Grievance Policy