

# Equality, Diversity, and Inclusion in Education Policy and Guidance

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# Equality, Diversity, and Inclusion in Education Policy

## 1. Statement of intent

Red Kite Learning Trust is committed to advancing equality of opportunity, fostering good relations as well as eliminating discrimination, harassment and victimisation. We oppose all forms of unlawful or unfair direct and indirect discrimination whether because of age, ethnicity, disability, gender, religion and belief, and sexual identity or other condition. The impact of all policies, practices and day to day activities are considered to ensure that no member of the community is discriminated against or put at a disadvantage.

## 2. Scope

This policy refers directly to equality, diversity and inclusion in **education**; a further document is available on the Trust website which addresses equality, diversity and inclusion in relation to **employment and staff**.

This policy applies to:

- All schools within the Trust
- Pupils and their families
- Staff, governors, trustees, volunteers, and contractors
- Visitors and external partners

The mission, values, goals and principles set out in section 4 apply to the full range of our education policies and practices including those that are concerned with:

- The curriculum
- Pupils' progress, attainment, and achievement
- Pupils' personal development welfare and wellbeing
- Teaching styles and strategies
- Admissions
- Attendance
- The professional development of colleagues
- Behaviour, discipline, and exclusions
- Care, guidance and support
- Working in partnership with parents, carers, and guardians
- Collaborating with the wider community

This policy should therefore be considered in conjunction with a range of school and Trust policies and procedures, including:

## **Trust**

Charging and Remissions

Complaints and Concerns Policy

Whistleblowing Policy

## **School**

Accessibility Plan

Admissions Policy

Bullying Policy

Relationships and Behaviour Policy

RSE Policy

SEND Policy

SMSC

Supporting Students with Medical Conditions Policy

Safeguarding and Child Protection Policy

These policies are available on the school website, and a hard or electronic copy can be made available on request. All school policies can be made available in large print or other accessible formats, if required.

## **3. Legal Duties**

This policy is underpinned by the following legislation:

**Equality Act 2010:** which protects individuals from discrimination and identifies nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

**Public Sector Equality Duty (PSED):** which requires public bodies to:

- Eliminate unlawful discrimination, harassment, and victimisation
- Advance equality of opportunity
- Foster good relations between people who share a protected characteristic and those who do not

**Children and Families Act 2014**

**SEND Code of Practice (2015)**

## Human Rights Act 1998

This policy complies with our funding agreement and articles of association.

### 4. Mission, Values, Goals and Principles

The Red Kite Learning Trust's mission is to **nurture ambition, deliver excellence and enrich children's lives**. We do this through adherence to values and goals which are underpinned by our commitment to equality, diversity and inclusion.

#### Values:

##### Collaboration

We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share join in our achievements – personal and collective.

##### Integrity

We put ethical leadership and excellent governance at the heart of our Trust, service our schools and communities with fairness, honesty and transparency and a hunger for social justice.

##### Respect

We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness – modelling our values and wanting the very best for each other.

#### Goals:

##### We champion learning

Learning together creatively with a rich and broad curriculum where great teaching and confident reading are fundamental to enriching children's lives.

##### We promote wellbeing

Ensuring the wellbeing of every child and member of staff in our Trust.

##### We invest in our people

Support every member of staff throughout their career to be the best that they can be.

##### We innovate with technology

Enabling all learners to harness technology, ensuring all have access at home and innovating with technology for learning.

## We are our Trust

Growing together collaboratively we will strengthen our Trust for the benefit of our staff, our communities and our environment.

As well as our vision and values we are guided by principles which allow us to keep all members of the school community safe, feel a sense of belonging and fulfil our legal duties. These are as follows:

### Principle 1: All members of the school community are of equal value.

At the Red Kite Learning Trust, we value all our colleagues, pupils and potential pupils and their parents and carers equally. We commit to this through removing boundaries to promote inclusion and equality for people across The Trust:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, national origin, or national status.
- Whatever their gender, gender identity and sexual orientation.
- Whether they are religious or non-religious and practice faith

### Principle 2: We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. Through our policies, procedures, and activities we eliminate discrimination by ensuring that we recognise different life experiences, outlooks and backgrounds and the barriers which people may face. We promote a culture of acceptance and mutual respect for individuals that have protected characteristics and those with different characteristics to us. The Trust promotes a culture of eliminating barriers, in relation to:

- Disability, so that reasonable adjustments are made to improve accessibility.
- Ethnicity, so that diverse cultural backgrounds and experiences are recognised.
- Gender, so that gender inclusivity is promoted.
- Religion, belief, or faith background.
- Sexual identity.

### Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures, and activities should promote:

- Positive attitudes towards people with a disability, in turn creating good relations between people who have and who do not have a disability, with no harassment in relation to people with a disability.

- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice related bullying and incidents.
- Mutual respect and good relations between colleagues and pupils of different gender and promoting a zero tolerance of sexual and homophobic harassment.

#### Principle 4: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones where possible

#### Principle 6: Societal benefits.

We intend that our policy and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life of:

- People with a disability as well as those who do not have a disability.
- People with a wide range of ethnic, cultural, and religious backgrounds.
- People of different genders.
- People of all sexual orientation.

#### Principle 7: We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) and the basis on which we decide on specific and measurable objectives.

### 5. Roles and Responsibilities

It is the responsibility of all of Trust colleagues, young people and their parents and carers to help foster an inclusive culture within our schools and offices.

#### Trustees will:

- Approve this policy and ensure that it is applied consistently and fairly.

#### The Trust Leadership Team will:

- Lead by example.
- Support school leaders in implementing this policy and identify if it is not being followed.
- Consider equality, diversity and inclusion to inform Trust wide priorities.
- Review this policy annually.

### In each school the Senior Leadership Team will:

- Have general responsibility for supporting other staff in implementing this policy.
- Provide a lead in the dissemination of information relating to the objective.
- Identify excellent quality resources and CPD opportunities to support the policy.
- With the Headteacher/Principal, provide advice/support in dealing with any incidents/issues.
- Assist in implementing reviews of this policy.

### In each school the SEND/Disadvantaged Leader is responsible for:

- Maintaining and sharing with all the staff details of those vulnerable pupils and how their needs will be met.

### Each Local Governing Body will:

- Ensure that the school complies with all relevant equalities' legislation.
- Work with the Trust to ensure that governors receive up to date training in all the equalities duties.
- Support the Headteacher/Principal in implementing any actions necessary.

### Each Headteacher/Principal will:

- Ensure that colleagues and carers are informed about the Equality Policy.
- Ensure that this is implemented effectively.
- Manage any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Work with the Trust to ensure staff have access to training which helps to implement the policy.
- Consult with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Ensure that the SLT are kept up to date with any developments affecting the policy/action plan arising.
- Provide appropriate support and monitoring for all pupils and specific and targeted pupils, with assistance from relevant agencies.

### In each school some members of staff have specific responsibilities:

- The responsibility for ensuring the specific needs of staff members addressed is delegated to the Human Resources Team by the Headteacher/Principal.
- The appropriate member of staff gathers and analyses the information on outcomes for vulnerable pupils.

- The Headteacher/Principal will ensure that reported incidents of a Discriminatory nature are always followed up promptly with the support of The Trust HR Team in any colleague related events.

#### All staff should

- Accept that it is a whole Trust responsibility to promote Equality and know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping.
- Know procedures for reporting incidents of racism, harassment, or other forms of discrimination.
- Not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school e.g. Child Protection training.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching and through relations with pupils, staff, carers, and the wider community.
- Monitor the progress of all pupils carefully to make sure that no group falls below expectations.

#### All pupils will

- Learn about and understand aspects relating to the Trust's Equality Policy and be expected to behave in accordance with it.
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Ensure any peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.
- Monitor progress through pupil voice.

Visitors and contractors are responsible for complying with the Trust's Equality Policy.

The Headteacher/Principal will deal with non-compliance with support from central trust colleagues.

## 6. Quality of Education Curriculum

The curriculum plays a crucial role in tackling inequalities for pupils, including stereotyping, preventing bullying and raising attainment. The principles of equality and diversity are embedded in the academic and wider curriculum in each of our schools, including PSHE lessons and assemblies. The curriculum will aim to:

- Recognise diversity in the content and examples used.

- Use materials that reflect the diversity of the Trust's population and local community without stereotyping and expose pupils to a range of thoughts and ideas;
- Stress the contribution and achievements of all kinds of individuals and cultures, actively challenging bias and stereotyping.
- Reinforce the importance of embracing difference and of equality of opportunity as a desirable aim.
- Provide inclusive and accessible activities, including educational trips and co-curricular provision.

and

- Resources and activities will be monitored for possible bias, reinforcing stereotypes and ethnocentric elements.
- Each curriculum subject or area will be kept under review in order to ensure that teaching and learning reflects the vision, values and principles as set out in section 4.

### Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender and SEND and action any gaps, including providing targeted support where appropriate.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for all pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

- Seek to involve the community around Trust schools in the celebration and raising awareness of cultural issues.

## 7. Addressing Prejudice and Prejudice Related Bullying

The Trust is opposed to all forms of prejudice which make members of the school community feel unsafe, that they don't belong or which stand in the way of fulfilling our legal duties. This includes:

- Prejudices around disability and special educational needs.
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees, and people seeking asylum.
- Prejudices reflecting sexism and homophobia.

There is guidance in each school's Anti-Bullying Policy about how prejudice-related incidents should be identified, assessed, recorded, and dealt with.

Schools keep a record of prejudice-related incidents and, if requested, provide a report to the relevant local authority about the numbers, types, and seriousness of prejudice-related incidents at our schools and how they are dealt with.

## 8. Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with as determined by the Headteacher/Principal, local governing body and the Trust.

## 9. Monitoring and Review

We collect, study, and use quantitative and qualitative data relating to the implementation of this policy, and adjust it as appropriate.

We collect, analyse, and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity and gender.

## 10. Accessibility

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled pupils.

Our schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Responsibility for the physical environment is held by the Trust core team who publish an annual Capital Plan which is approved by Trustees. These objectives will be kept under review and reported on annually through the Capital Plan process. They will be published on the Trust website.

Responsibility for improving the availability of accessible information to disabled pupils is delegated to the local governing body. Objectives relating to this will be set annually on the School Development Plan. These objectives will be kept under review and reported on annually through the School Development plan process. They will be published on the school's website.

The Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in schools, this procedure sets out the process for raising these concerns.

## 11. RED Award

All Trust schools are encouraged to engage with the Red Kite Alliance Respect, Equality and Diversity (RED) Award. The award seeks to support schools to review, strengthen and celebrate their provision in terms of equality, diversity and inclusion through a clear action plan that identifies clear objectives and measures progress.