# The 3-18 Education Trust

# The Equality, Diversity and Inclusion Policy

***'Every individual is in a great school.'***

**Approved:** **Spring Term 2025**
**Review:** **Spring Term 2026**

www.3-18education.co.uk

# Our Mission

To celebrate the diverse nature, culture and identity of our individual schools, whilst collaborating and enjoying the benefit of the team.

# Our Values

### Compassionate

To show care and understanding towards others.

### Accomplished

To provide high quality education and training for all.

### Resilient

To be solution focused and able to intelligently manage challenges.

**The 3-18 Education Trust**
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Company Number: 08064698

**Policy Monitoring and Review**

**Monitoring**

The Chief Executive Officer will monitor the outcomes and impact of this policy on an annual basis.

**Review**

| | |
|---|---|
| Member of Staff Responsible | Chief Executive Officer |
| Relevant Guidance/Advice/Legal Reference | The Equality Act 2010 The Equality Act 2010 (Specific Duties) Regulations 2011 DfE School Teachers' Pay and Condition |
| Policy Adopted By | Board of Trustees |
| Consultation | Local Governing Bodies |
| Date of Policy | Spring Term 2025 |
| Review Period | Annually |
| Date of Next Review | Spring Term 2026 |

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## 1. Introduction

1.1. The 3-18 Education Trust (Trust) is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity and inclusivity for all staff and pupils across its schools.

1.2. The Trust is committed to promoting a positive and diverse culture in which all staff and pupils are valued and supported to fulfil their potential irrespective of any protected characteristic.

1.3. The Trust recognises its obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those in the trust with especially employees, pupils and visitors.

1.4. The Trust oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Equality Act 2010 and its subsequent provisions.

1.5. The following groups have been identified as key recipients in terms of the implementation of this policy:

- Looked After Children or Children in Need
- SEND
- Children at risk of exclusion
- Children from an ethnic group, including those from Gypsy, Roma, Traveller background
- Children missing in education
- Children with medical conditions affecting attendance at school
- Are young carers
- Children within, or at risk of joining, the criminal justice system
- Children with mental health issues
- Children in receipt of free school meals
- Children living in areas of deprivation.
- Gifted and talented
- Are gender questioning or going through transition
- Children who are Lesbian, Gay or Bisexual

1.6. This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors at the Trust's schools and should be read in conjunction with the following trust-wide policies or policies of the respective school:

- SEND
- Admissions
- Uniform
- Behaviour
- Suspensions and Permanent Exclusions
- Complaints
- Employment policies
- Equality Objectives

- Accessibility

1.7. Failure to comply with these policies and procedures may result in disciplinary action. Discriminatory treatment, bullying or harassment of staff or pupils by visitors will also not be tolerated

## 2. Compliance

2.1. This policy has been developed in response to the Equality Act 2010 and replaces previous policies relating to race, gender and disability equality. It has been designed to help the Trust meet the public sector equality duty to:

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

2.2. The Equality Act 2010 defines nine protected characteristics. Each of the following are potentially applicable to each school community within the Trust:

- Age (as an employer but not applicable to pupils)
- Disability
- Sex
- Marriage and civil partnership
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation

2.3. Trustees, Local Governors and staff will:

- Actively promote equality of opportunity in all areas of school life.
- Ensure that members of each school community know their rights and respect the rights of others.
- Aim to ensure that prejudice or discrimination in all its forms is actively rejected.
- Raise awareness of equality issues for all members of each school community, and through its links with the local community.
- Establish strategies to ensure equal access to the curriculum and enable each individual to fulfil his/her potential regardless of ability, gender, race, disability, religion or sexual orientation.

2.4. Equality and diversity principles based on the above aims will be embedded in daily practices, policies and the processes of decision-making, including:

- Admissions, induction and attendance.
- Pupils' progress and achievement.
- Pupils' personal development and wellbeing, particularly in relation to safeguarding.

- Parental involvement.
- Working with the wider community.
- Behaviour management.
- Staff recruitment and professional development.
- Curriculum access and participation.
- Teaching styles and strategies.

## 3. Publication of Information and Equality Objectives

3.1. The Trust acknowledges its legal duties to publish information on compliance with the three strands of the public sector equality duty and, in addition, to publish specific and measurable equality objectives.

3.2. The Trust will work across its school communities to analyse data and existing practices to set out the actions taken in compliance of the equality duty and to inform the setting of relevant equality objectives to support the development of each school and its community. These will be set out in the Trust's Equality Objectives document which can be found on the Trust's and individual school's websites.

3.3. The information on the equality duty will be updated annually and the objectives every 4 years.

## 4. Roles and responsibilities

4.1. The Board of Trustees has overall responsibility for this policy and for ensuring compliance. The designated senior member of staff with overall responsibility for all equality and diversity matters at each school is the Headteacher.

4.2. It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation.
- Support and participate in any measures introduced to promote equality and diversity.
- Actively challenge discrimination and disadvantage in accordance with their responsibilities.
- Report any issues associated with equality and diversity in accordance with this policy.

## 5. Duty to make reasonable adjustments.

5.1. The Trust will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. The Trust will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable.

5.2. The duty to make reasonable adjustments covers all aspects of school life, including the curriculum, classroom organisation and timetabling, access to facilities, clubs and visits, sports and policies.

5.3. In making reasonable adjustments, the Trust is required to provide auxiliary aids and services for disabled pupils. Staff will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

5.4. The Trust will monitor the physical features of the academies' premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the Trust will take steps to improve access for disabled users of the premises. Please see the Accessibility Plan for further information, which can be found on the respective school's website.

5.5. Parents should notify the school's Headteacher in writing if they are aware or suspect that their child has a disability and provide copies of all written reports and other relevant information about their child's disability upon request. Providing such information will enable the school to support the pupil as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis. Every school will have due regard to any request made by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

## 6. Uniform Policy

6.1. Each school's uniform policy is consistent with this policy. The same uniform policy applies equally to all pupils, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare. However, all Trust schools will consider reasonable requests to alter the uniform, for example for genuine religious requirements and in making reasonable adjustments for disabled children to avoid substantial disadvantage.

## 7. Admissions Policy

7.1. Admissions criteria are defined under the Trust's Admissions Policy and are applied consistently to every young person, irrespective of any protected characteristic.

## 8. Religious Beliefs

8.1. The Trust respects the religious beliefs and practice of all staff, pupils and parents, and each school will comply with reasonable requests relating to religious observance and practice wherever possible. An example where a request may be refused is if the religious observance takes place during lesson time. Whilst the school will explore other ways to accommodate the request, such as amended timetabling, this may not always be possible.

## 9. Curriculum Delivery

9.1. The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality and diversity are embedded in the academic and social curriculum. Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any pupil in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities.

9.2. The Trust recognises and promotes awareness of the possibility of bias (for example gender or racial), and work to eliminate such bias in both teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum to avoid stereotypes and bias.
9.3. The Trust may take positive action to give pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the needs of the pupils in that group, for example, special language training for groups whose first language is not English.
9.4. All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of any protected characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the Trust, and pupils are encouraged to question assumptions and stereotypes.

## 10. Suspension and Permanent Exclusion Policy

10.1. The decision to suspend or permanently exclude a pupil is a last resort and will be made in accordance with the school's Behaviour and/or Trust's Suspension and Permanent Exclusion Policy. The Suspension and Permanent Exclusion Policy applies to all pupils and any exclusion decision will take into account the Trust's duties under the Equality Act 2010.

## 11. Gender Identity

11.1. The Trust is mindful of its responsibilities under the Equality Act 2010 towards pupils identifying as transgender and non-binary. In respect of pupils identifying as trans-gender or non-binary, the Trust will be sensitive to their individual needs whilst also recognising the needs and sensitivities of other pupils. Pupils who have confirmed that they have commenced the process of transitioning and therefore fall under the protected characteristic of gender-reassignment will be provided with appropriate pastoral care and support.

## 12. Recruitment and Selection

12.1. All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally. The Trust will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Selections will be made on the basis of aptitude, ability and/or merit, where appropriate.
12.2. Where appropriate, the Trust will endeavour to make all reasonable and effective adjustments during the recruitment and selection process. Where recruitment and selection is carried out by a third party, on behalf of the Trust, the Trust will take all reasonable steps to ensure they adhere to the principles of this policy.

## 13. Reporting and Recording Incidents of Discrimination and Harassment

13.1. All incidents of discriminatory treatment, bullying and harassment must be reported to senior staff and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident). All bullying-related incidents (confirmed or otherwise) will be

addressed in accordance with the Anti-Bullying Statement within the individual school's Behaviour Policy.

## 14. Complaints and Grievances

14.1. If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow the Trust's Complaints or Grievance Procedure (as appropriate).