



Equality, Diversity and Inclusion Policy 2026-2027

Policy Owner: Mark Anderson

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Policy Statement

Legislation and Guidance

➤ This policy is informed by:

➤ Equality Act 2010

➤ Public Sector Equality Duty (Section 149 Equality Act 2010)

➤ Equality Act 2010 (Specific Duties) Regulations 2011

➤ Human Rights Act 1998

➤ Gender Recognition Act 2004

➤ SEND Code of Practice 2015

➤ Worker Protection (Amendment of Equality Act 2010) Act 2023

➤ Keeping Children Safe in Education (KCSIE) 2026

➤ DfE Guidance: The Equality Act 2010 and Schools

The Equality Act 2010 protects individuals from discrimination and harassment based on

“Protected Characteristics” The Protected Characteristics are:

- Age
- Disability
- Gender Reassignment
- Pregnancy and maternity
- Race
- Religion or belief (including non-belief)
- Sex
- Sexual orientation
- Marriage and Civil Partnership

For Nurture Education Trust the categories of people covered are:

- Prospective students
- Current Students
- Former Students
- Disabled people who are not students but who hold or have applied for qualifications conferred
by Nurture Education Trust
- Visitors

➤ Staff

For all individuals, with due regard to the Protected Characteristics, Nurture Education Trust has a duty to:

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

Statement of intent

Equality and diversity legislation and ethos aims to ensure that no group or individual receives less favourable treatment by virtue of skin colour, race, gender, ethnic origin, disability, age, class, sexual orientation, religion, culture or faith, pregnancy and maternity status or gender reassignment (The Protected Characteristics) thereby enabling all people to have equality of access to the provision of goods, services, facilities, premises and employment.

Nurture Education Trust means to reduce and eliminate disadvantage, harassment, bullying, prejudice and discrimination by following legislation and taking positive action.

Nurture Education Trust commits itself to promoting good practice and ensuring that the procedures and conduct of all staff give weight to this scheme which covers all areas of school activity, putting Equality and Diversity at the heart of the organisation, and benefiting all.

Nurture Education Trust encourages learners to take an active role in promoting equality of opportunity both in their studies and in general school life.

Equality and Diversity Statement

Nurture Education Trust ensures all its stakeholders enjoy and respect equality of opportunity, and that:

- People's ability to achieve their potential is not limited by prejudice or discrimination
- There is respect for and protection of everyone's human rights
- There is respect for the dignity and worth of everyone
- Everyone has an equal opportunity to participate in school life

- There is a mutual respect between groups based on understanding and valuing diversity and on shared respect for equality and human rights.

All people working or studying at Nurture Education Trust have a responsibility for upholding these values.

Nurture Education Trust actively promotes Equality and Diversity for all by removing barriers to education, training and employment opportunities, thereby widening access.

We will:

- champion Equality and Diversity
- consult with stakeholders in the formulation and implementation of this policy take positive action to promote equality of opportunity
- impact assess our policies, procedures and publications
- investigate complaints of discrimination or harassment and take prompt and a appropriate action
- monitor and report on the student and staff profiles in terms of the Protected Characteristics in comparison with local, and where available, national benchmarks
- ensure that all members of the school, contractors, visitors and work placement providers are responsible for complying with the school policy
- inform all people that discrimination is not acceptable
- prevent discrimination, victimisation or harassment and take positive action when it occurs

Equality and Diversity applies to all the school activities, services we use, placements, work experience and visits.

General Rights and Responsibilities

All learners, staff and visitors have the right to be treated fairly and with respect. Respect should be shown to others both onsite at Nurture Education Trust and when representing Nurture Education Trust.

Staff and students will be made aware of the Equality Act 2010.

Nurture Education Trust Equality and Diversity Policy expectations:

Nurture Education Trust will not tolerate any form of behaviour that is discriminatory, bullying, harassing or in contravention of either legislation or the school Code of Conduct.

The school regards any such behaviour as unacceptable and will fully investigate any incidents under the appropriate disciplinary policy.

Breaches of the Policy by students, staff or visitors may result in disciplinary procedures or behaviour consequences outlined in student behaviour policy and staff code of conduct.

Nurture Education Trust will create an environment in which positive relations are fostered. The school will provide:

- appropriate training and support to create a positive, inclusive ethos
- a shared commitment to challenging and preventing stereotyping and discrimination
- a culture of respect for diversity and difference
- the encouragement of good relationships between people of different groups.

Nurture Education Trust has specific duties to:

- prepare and maintain a culture of inclusion for all learners and staff
- assess the impact of its policies on learners and staff
- monitor the admission and progress of learners and the recruitment, and career progress of staff

All staff are responsible for:

- ensuring that they are aware of Nurture Education Trust's statutory duties in relation to legislation and that they work within the school's Equality and Diversity Policy
- providing evidence of their compliance with this policy and can account for their work in implementing this policy

Nurture Education Trust Trustees are responsible for:

- making sure that the school meets all the requirements of the Equality Act 2010 and meets all its duties, including the general duty and specific duties
- ensuring that the staff and students reflect the diversity of the community served by Nurture Education Trust

- ensuring that the school improvement plan includes a commitment to Equality and Diversity
- ensuring that equal opportunities training features as part of the school improvement plan
- monitoring information through the creation of a Wellbeing Team which discusses Equality and Diversity.
- taking the lead in creating a positive, inclusive ethos that challenges discriminatory behaviour on the part of senior leaders, staff and students
- giving a consistent and high-profile lead on Equality and Diversity promoting Equality and Diversity inside and outside the Institution

The Head of Centre (supported by the Senior Leadership Team) is responsible for:

- ensuring that they are aware of the Charity and schoolwide statutory duties in relation to Equality and Diversity
- putting the Policy and its strategies and procedures into practice
- ensuring that all of the staff know their responsibilities and receive support and training in ensuring they carry out these responsibilities in relation to Equality and Diversity
- ensuring student monitoring information is collected and analysed
- setting targets for recruitment, retention and achievement of students based upon the analysis of the data that is brought to the Equality & Diversity Steering Group
- assessment of curriculum areas in relation to Equality and Diversity, and to take appropriate action where necessary
- ensuring that learner induction programmes and tutorial programmes reflect the school's commitment to promote equality of opportunity
- ensuring that contractual partners have an Equality and Diversity policy
- following the relevant procedures and taking action against staff or learners who discriminate for reasons relating to the Protected Characteristics.
- teaching and learning observation reports, which include criteria on equal opportunities where appropriate

Staff and job applicant data will be collected:

- at each stage of recruitment including shortlisting and interviewing stages
- on appointment
- promotion
- staff development
- return rates from maternity/adoption/career breaks
- pay levels appraisals
- grievances, disciplinary, capability proceedings and redundancy situations
- flexible working requests (for dependents and caring responsibilities)
- exit questionnaires/reasons for leaving

Teaching and support Staff, including Senior Leaders, will:

- have equally high expectations of all students, irrespective of the Protected Characteristic
- ensure the curriculum meets the needs and reflects the diversity of our student body and communities and recognises and caters for their different backgrounds
- use teaching and learning materials and content, which are non-discriminatory
- teach in a way that respects the various ethical standpoints of students
- adopt a range of teaching methods and learning styles which allows for differentiation to support all students
- create a classroom ethos and learning environment which is inclusive, and enables all students to feel comfortable and realise their potential
- ensure that every student considers the implications of prejudice in their chosen area of study
- provide guidance and referrals of students who may require Additional Support
- adopt marking policies and assessment methods which: treat students impartially; do not discriminate against any Protected Characteristics; use standardised marking systems which are shared with students.
- take appropriate and immediate action in the event of incidents of harassment or discrimination and alert or involve senior staff

- ensure that admissions criteria for the course (including entry tests) do not discriminate against individuals
- address any issues of under-representation by protected groups
- introduce students to the equality policies and procedures at induction and in tutorials
- ensure that students are aware of their entitlements and responsibilities as part of the school's wider commitment to equality
- ensure that students are aware of their responsibilities and rights in respect of discrimination, harassment and bullying and of the procedures for making complaints
- take appropriate and immediate action in the event of incidents of harassment or discrimination
- be aware of the variety of students' personal circumstances and difficulties which may impede study
- institute a formal programme of individual students' induction in which their individual learning styles are noted
- follow up who leave the course early and identify the reasons and possible strategies for addressing these
- facilitate the carrying out of learner surveys to ascertain views on Equality and Diversity issues

(findings to be acted on by the school Wellbeing Team)

- monitor outcomes and progression by ethnic group, first language and nationality and produce course targets and strategies to address any imbalances address equality issues and inclusive learning in course self-assessments, action plans and other monitoring
- ensure that plans for new courses and curriculum development take account of the needs of all groups in the school community, e.g. course provision, levels of course
- ensure that equality issues and inclusive learning are addressed in course reviews
- address equality issues and inclusive learning in self-assessments and produce appropriate action plans and targets
- use the enrolment data reports to review the Curriculum Areas' learner profile and produce plans and targets to recruit people from all sections of our community
- disseminate good Equality and Diversity practice

- address equality issues and inclusive learning in staff appraisal ensure that staff training incorporates equality issues and inclusive learning wherever possible
- ensure that curriculum area ethos reflects the variety of student's backgrounds/cultures
- ensure that time-tabling of classes, as far as possible, meets student needs
- ensure prominent displays and provision of equal opportunities leaflets, copies of policies etc
- ensure notices and information on display boards cater for the needs and interests of the whole range of learners

Nurture Education Trust will ensure that:

- all marketing, displays and course information will promote equality of opportunity, be free from explicit or implicit unfair discrimination, challenge stereotypes and promote diversity
- positive images of the Protected Characteristic will be used in all illustrated documents and incorporated into case studies
- marketing materials will be provided for specific groups; alternative versions will be provided when required they challenge stereotyping and foster diversity through the decoration and displays within school premises

Students are required to:

- adhere to the school Code of Conduct and Behaviour Support Policy
- treat everyone politely and fairly, making them feel welcome in the school
- use language carefully and not say rude, hurtful or untrue things about other people
- ensure display materials they use does not offend others
- report to staff any behaviour which attacks or insults other members of the school and its community
- resolve differences and disagreements amicably

Action Plan

Using all available internal and external information Nurture Education Trust will annually develop an action plan to address Equality and Diversity issues. The Action Plan will be a key focus of the School Improvement Plan.

The aim of the Action Plan will be to:

- Close the achievement gap between different groups
- Promote awareness of Equality & Diversity matters
- Ensure student and staff recruitment reflects our community
- Further promote a positive attitude towards Equality and Diversity

Reporting

The Nurture Education Trust Annual Self Evaluation Framework (SEF) will summarise the key actions that the school and Charity has taken towards the achievement of the Equality and Diversity Action Plan throughout the academic year.

Monitoring and Reporting

Equality information will be reviewed annually including attainment, attendance, exclusions, recruitment, staff progression and discrimination incidents.

Equality Objectives 2026-2030

Eliminate discrimination, advance equality of opportunity and foster good relations across the school community.

Review objectives at least every four years and publish equality information annually.

Take reasonable steps to prevent sexual harassment in line with the Worker Protection Act 2023.

Related Policies

This policy should be read alongside the Safeguarding and Child Protection Policy, Behaviour Policy, Staff Code of Conduct and KCSIE 2026.

Accessibility Plan

This policy should be read alongside the Accessibility Plan, which sets out how the school will improve access to education, information and facilities for disabled pupils and visitors.

Publication Requirements

The school will publish equality information annually and review equality objectives at least every four years in accordance with the Equality Act 2010 (Specific Duties) Regulations 2011.

Complaints

Any individual who believes they have experienced discrimination, harassment, victimisation or unequal treatment may raise concerns through the School Complaints Procedure, Staff Grievance Procedure, Behaviour Policy, Safeguarding and Child Protection Policy or Whistleblowing Policy. All complaints will be investigated promptly and fairly.

Equality Impact Assessment

The school will consider equality implications when developing or reviewing policies, procedures and decision-making processes to ensure no group is disadvantaged.

Sexual Harassment Prevention

The school will undertake regular risk assessments, staff training, policy review and monitoring to identify and prevent workplace sexual harassment in accordance with the Worker Protection (Amendment of Equality Act 2010) Act 2023.

Safeguarding and Equality

The school recognises that discriminatory behaviour, prejudice-based bullying, misogyny, sexual harassment and child-on-child abuse may constitute safeguarding concerns and will be addressed in accordance with Keeping Children Safe in Education 2026.

Trustee Board Monitoring

Trustees will receive an annual equality report covering attainment, attendance, exclusions, complaints, recruitment outcomes, workforce diversity data and progress against equality objectives.