



Equality Diversity and Inclusion policy

Latest Update: Aug. 2025

Next Review: Aug. 2026



1. Introduction and Aims

At Oaks Rise, recognition of the individuality of children is at the centre of our vision and we hope that inclusion shines through in the entirety of our approach. The ethos at Oaks Rise reflects legislation and guidelines regarding equality, diversity and inclusion.

Equality, diversity, and inclusion are key values that we aim to be reflected and celebrated in our curriculum so that each of our children understands that they belong and have a valued place alongside their peers. And it is critical learning for learners' development into respectful and empathetic global citizen.

Creating confidence and a culture of inclusion is everyone's responsibility and everyone who comes into contact with a child or young person has an essential role to play in this and we also recognise that SEND children are additionally vulnerable and may have in the past been made to feel excluded or subject to prejudice, discrimination or bullying.

We have written this policy to outline our duty to learners and ensure that all staff members feel confident, supported and included.

This policy aims to:

- Ensure that we do not discriminate against our learners or prospective learners treating them less fairly because of their sex, race, disability, religion or belief, sexual orientation or gender reassignment.
- Ensure we provide an environment and a culture where diversity and inclusion thrive and considerations are embedded in our vision and approach.
- All staff members, directors, and volunteers are fully aware, confident, and invested in diversity and inclusion.
- Develop good practice at Oaks Rise to keep a written record to show we have actively considered our equality duties and asked relevant questions. There is no legal requirement to produce a formal equality impact assessment document, although for key decisions this might be a helpful tool.
- We review this policy annually.



2. Culture of Equality Diversity and Inclusion

We aim to embed a culture of equality and inclusion. We will:

- Adapt and tailor our teaching methods and child-led approach to match the unique learning style and pace of each individual learner. We believe that true growth and engagement happen when children are actively involved in their own education, and our project-based approach fosters a love for learning, curiosity, and critical thinking.
- Recognise that neurodivergent children and young people face particular challenges, vulnerabilities and exclusions, which is why we have developed a unique specialised, neuro-affirming PSHE curriculum. Our PSHE curriculum helps learners to understand more about the way their brain works and provides them with the tools they need to self-regulate and develop healthy relationships. Raising awareness through exploring the hallmarks and dangers of abuse, exploitation, grooming, and extreme ideologies through our PSHE curriculum, helps our learners recognise if they may have encountered these.
- Empowering our teachers to honour equality, diversity and inclusion, through all the curriculum and PSHE.
- Collaborate with parents and carers to understand the child's needs and where necessary make reasonable adjustments to ensure children are not discriminated against.
- Create a culture of openness where all staff, volunteers and learners can feel comfortable asking questions and raising concerns without fear of embarrassment, shame, adverse or disproportionate consequences.
- Support learners to communicate their own needs or concerns in a way that feels safe, comfortable, and accessible to them.
- Evaluate this policy yearly to ensure it is aligned with the curriculum, identify areas for improvement and review resources to ensure they reflect the diversity of Oaks Rise and our community in all aspects.

3. Legislation and Statutory Guidance

We have written this policy to be in line with the following legislation statutory and non statutory guidance, and ensure that all our staff have a clear understanding of the following:



- Equality Act 2010
- Equality Act; Advice for schools 2018
- Children and Families Act 2014
- SEND Code of Practice 2015
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges 2024

3. Roles and Responsibilities

The Education Coordinator is responsible for ensuring compliance with this policy on a day-to-day basis. Responsibilities include:

- Be a point of contact for advice for parents / carers, schools that our learners may be on roll at, and any members of our community wishing to discuss ED&I.
- Ensure that any concerns or information is collected regarding any incoming learners.

The Board of Directors is responsible for:

- Holding the Education Coordinator to account for the effective day to day implementation of the policy.
- Ensuring that this policy complies with relevant ED&I regulations and legislation and that it is updated at least annually.
- Ensuring that all staff and directors have received appropriate ED&I training and that this is regularly updated.
- Be a point of contact for advice for staff, and any members of our community wishing to discuss ED&I.
- Keep up to date with changes in statutory guidance.
- Ensure that all staff and directors have read and understand all relevant Oaks Rise policies, including this policy, and that they have any relevant training.
- Ensure that all staff members and directors interviewing potential employees have read this policy and complete any relevant training.
- Add an audit of this policy to Oak Rise agenda to ensure it meets the provision's ethos, vision, and values.
- Ensure the building has access for all - such as wheelchair ramps.

The team

Creating confidence and a culture of inclusion is everyone's responsibility and everyone who comes into contact with a child or young person has an essential role to play in this.



We also recognise that SEND children are additionally vulnerable and may have in the past been made to feel excluded.

All the team at Oaks Rise must be aware of the duty to have "due regard" when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.

We will consider equality implications when developing policy and taking decisions, not as an afterthought, and this should be kept under review.

Other relevant policies

- Oaks Rise Child Protection and Safeguarding Policy
- Staff code of conduct policy
- Community Guidelines Policy
- Teaching and Learning Policy
- SEND Policy
- Admissions Policy

4. Protected Characteristics

Due to the reason behind the establishment of Oaks Rise and our subsequent ethos we recognise that our learners will have protected characteristics and maybe prone to discrimination. Protected characteristics include:

- Age
- Gender reassignment
- Disability
- Race
- Religion
- Sex
- Pregnancy
- Sexual orientation

We also recognise that many of these characteristics will be intersecting and can lead to further discrimination. Oaks Rise ethos will challenge and staff will make every effort to eliminate discrimination, create equal opportunities and enable the development of good relationships across our community.

4.1 Disability

Staff and the wider team at Oaks rise have a great deal of experience in supporting children and young people with special educational needs and / or disabilities and will always endeavour to work closely with families to ensure each child feels included and supported.

All areas of protected characteristics will be explored through our PSHE curriculum to help build on our ethos and embed a culture of inclusion and support.



4.2 LGBTQIA+ learner considerations

At Oaks Rise we are aware that LGBTQIA+ learners may face specific risks linked to their identity, both in terms of bullying and feeling excluded.

We want all our learners to feel safe at Oaks Rise and as such, we will not reveal details of young people's LGBTQIA+ identities to parents/carers/others without the direct consent of the young person. What we will strive to do is create a space of safety and provide support to help the young person to have this conversation with their parents/carers when they feel ready.

As such, details of incidents at Oaks Rise that pertain to LGBTQIA+ identities will not be shared with parents / carers. Parents / carers will always be informed if an incident has taken place, but some of the details around an incident may, at times, be kept confidential.

5. Curriculum considerations

At Oaks Rise we aim to ensure that all of our learners see themselves and their communities reflected in our curriculum. As such we will embed ideas around protected characteristics into everything that we do. Some examples of this include:

- Having a range of books with a diverse range of characters available for readers.
- Having discussions around our rights and the rights of others.
- Discussing inclusion and how to create a space where all feel welcome.
- Discussing a range of religions and cultures in positive ways.
- Ensuring that all children interact with ideas relating to a range of identities - both their own and the identities of others - to build knowledge about equality, diversity, and inclusion in the wider world.

6. Policy Review

We will review this policy initially on an annual basis, whenever any governmental legislation changes take place, or whenever any changes take place within our provision.

Next Review Date: Sept. 2026