



Equality, Diversity and Inclusion Statement

and Supporting Material

Person responsible for policy: Chief Executive

Reviewed: February 2023

Review Date: March 2025

How to Use this Document

Trust-wide Equality, Diversity and Inclusion Statement: This is the River Learning Trust's Equality, Diversity and Inclusion Statement and should be published as is without any tailoring. This could be in a separate document on the school's website, clearly marked as the Trust-wide Equality, Diversity and Inclusion Statement, or at the top of the school's Equalities Policy, again clearly marked as the Trust-wide statement.

Appendix A: Recommended Model Equalities Policy: This should be tailored to the school's individual practices and needs. Instructions of how to complete each section are in blue (these should be deleted in the final version of the document, once that section is tailored). The final version of the school's equalities policy should include the equality objectives and action plan section (tailored to the school) and the glossary of terms.

Appendix B: Equality Impact Assessments (EIAs): There is guidance in blue on how to complete an equality impact assessment and a template to help with this. Equality Impact Assessments can exist as either stand alone documents or as an appendix at the end of the policy document to which the EIA pertains.

Appendix C: Useful Links: This can be added to the end of the school's equalities policy if required.

Trust-Wide Equality, Diversity and Inclusion Statement

RLT is committed to supporting and promoting equality, diversity and inclusion. We value and respect the different contributions that each of our staff, students, and stakeholders bring. We strive to create an inclusive culture that treats people equitably regardless of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

We believe our long-standing organisational principles demonstrate our inclusive values:

Commitment to excellence -

We will enable our pupils, students, trainees and our staff to be highly successful, recognising that success comes in a wide variety of ways, growing a culture of continuous improvement where we look to provide the best possible educational experience.

Everyone learning -

Schools in the Trust will work together to support and challenge each other, to share what is best and learn from evidenced based practice which is working well both within and beyond the Trust. We will be truly inclusive for all pupils, students and trainees, offering a rich and excellent educational experience whatever their academic ability, social background or special educational need.

Respectful relationships -

Acting with care, integrity, and fairness will be demonstrated within schools, the SCITT, and across the Trust. We will continue to grow school communities where character matters for pupils, students, trainees and staff; how we treat other people and our responsibilities to ourselves, others and our communities will be at the heart of our schools.

We have an essential role in improving people's life chances in the communities we serve to tackle inequality and build a more diverse and inclusive organisation.

We welcome and celebrate diversity acknowledging that not everybody starts with or experiences the same opportunities.

Our strategic plan helps us shape and develop our EDI work in Governance, Educational provision and RLT as an Employer. We promise to be transparent, accountable and share our progress annually through our Stakeholder Report for continuous improvement.

Introduction

This statement should be read alongside the River Learning Trust Accessibility Statement and Dignity at Work Policy.

Principles

Each school within the River Learning Trust will follow the National Curriculum Inclusion principles:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

What is Disability Equality and how does the Equality Act impact on schools?

Under the Equality Act there is a requirement for public sector bodies, including schools, to promote equality for disabled people in every aspect of their work. Schools will need to take an organisational approach to formulating policy and practices, which positively promote disability.

The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics –age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. This combined equality duty came into effect in April 2011. It has three main elements.

In carrying out their functions, public bodies are required to have 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 it.**
- **Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it**

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

- **Remove or minimise disadvantages**
- **Take steps to meet different needs**
- **Encourage participation when it is disproportionately low.**

This duty requires schools to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies to any non-educational services schools provide. The duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future.

Schools can implement the general duty by actively reviewing all their policies, procedures and planned access improvements to remove barriers, with a view, for example, to greater recruitment and retention of disabled staff, greater participation of disabled pupils, disabled parents and community members.

What are the specific duties?

The specific duties require schools:

- **To publish information to demonstrate how they are complying with the Public Sector Equality Duty**
- **To prepare and publish equality objectives**
- **To prepare and publish an accessibility plan**

Schools need to update their published information at least annually and to publish objectives at least once every four years. The River Learning Trust has produced supporting material for its schools to prepare an accessibility plan.

Leadership and Management in our Schools – a commitment to inclusion and equality

A clear ethos is set by the local governing bodies and the school management, which reflects the schools' commitment to equality for

all members of the school communities. The schools' advance equalities of opportunity through positive and proactive approaches to valuing and respecting diversity.

Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The school management works in partnership with others to eliminate all forms of oppressive behaviour; prejudice related incidents and discrimination.

All members of the school community, including pupils, parents, community and staff are consulted and contribute to the development and review of relevant policy documents. The school ensures the involvement of governors and takes positive action to enable consultations and contribution of all.

The evaluations of plans and policies are used to set equality objectives and address equality issues. The development of teaching and the curriculum are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school, local, UK and global community.

The Local Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation and ensures that the policy, related procedures and strategies are implemented. The Headteacher will also ensure that all staff are aware of their responsibilities under the policy.

Equality Objectives

Schools are required to have Equality Objectives showing how they are planning strategically and the impact this has over time following the duties of the Equality Act 2010. These general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

The River Learning Trust understands the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. The Equality Act defines 'protected characteristics' as disability, race, religion or belief, sex, sexual orientation, gender reassignment, age, marriage and civil partnership, and pregnancy and maternity. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Essential Documents and Useful Links

Further guidance is available on the [Equality and Human Rights Commission](#) website.

A list of [useful links](#) is available in Appendix D

Appendix A

Recommended Model Equalities Policy *(for example informed by school Equaliteach report)*

School Name:

Date of Approval:

Review Date:

Equality Policy

Introduction

Our School is committed to supporting and promoting equality, diversity and inclusion. We value and respect the different contributions that each of our staff, students, and stakeholders bring. We strive to create an inclusive culture that treats people equitably regardless of their: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Insert here any reference to the school's values and how these link to Equality, Diversity and Inclusion

School's Commitment to Equalities

We welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We also welcome our duty under the Education and Inspections Act 2006 to promote

community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We recognise that Positive Action provisions in the Equality Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

We will make special efforts to ensure that everyone prospers at our school, including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Looked after children and their carers
- Children or staff who are gay, lesbian, bisexual or transgender
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff who have recently suffered miscarriage or stillbirth
- Staff who are in menopause or peri-menopause
- Pupils or staff who are proposing to undergo, are undergoing or have undergone gender reassignment
- Staff of all ages
- Staff who are married or in a civil partnership

Identifying vulnerable individuals or groups

Describe here how the school analyses pupil and staff information to identify vulnerable individuals or groups

What sort of school are we?

What are the key characteristics of our pupil and staffing population? What do we know, and what do we consider to be significant?

What data is missing and how will we collect it? :

- Geographical location

- Demographic data of pupils and staff: ie: race, age, sex, disability
- Socio-economic backgrounds of pupils
- Attainment levels of different groups of pupils
- Cultural, faith and linguistic diversity of pupils
- Pupil mobility
- Travellers, refugees and asylum seekers

Our key strengths are: *(for example as identified in our Equaliteach report):*

(list here)

Our key areas for action are: *(for example as identified in our Equaliteach report)*

(list here, plan and timeframe to be added in the table below)

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

Examples include:

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

....and any others that apply

Fulfilling our Public Sector Equality Duty

How we eliminate discrimination, harassment and victimisation:

[Name of school] does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found *[insert where]* and they are also referenced in the *[insert name of relevant policy e.g., anti-bullying policy and/or behaviour policy]*.

The *[insert name of policy/ies]* outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff

The *[Complaints Policy (change if different)]* outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:

- Progress and attainment
- Admissions
- Attendance

- Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.

We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.

We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.

We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.

We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.

We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school.

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.

We teach our students to recognise and challenge stereotypes and prejudice and to value difference.

We ensure that our resources challenge stereotypes and reflect the diversity of society.

We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carers helpers etc.

Our behaviour policy includes a requirement to respect other people and their different identities.

We take steps to ensure diversity in our student council, governing body and staff team.

We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented.
- A member of the governing body has a watching brief regarding the implementation of this policy.
- The school and governors carry out equalities impact assessments on all other policies.
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary.

The head teacher and senior management are responsible for:

- Overseeing the implementation of the Equality Policy.
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying.
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school.

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding and complying with the Equality, Diversity and Inclusion Policy.
- Contributing to the action plan attached to the policy.

- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion.
- Dealing with prejudice-related incidents, following the specific procedure.
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation.
- Challenging bias and stereotyping.
- Promoting an inclusive and collaborative ethos.

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy.
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement.

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school.
- Complying with the school's Equality, Diversity and Inclusion Policy.

All students are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy.
- Reporting prejudice-related incidents.
- Understanding, valuing and celebrating diversity.
- Challenging stereotypes and prejudices.

Monitoring and Evaluating the Policy

The school will monitor and evaluate this policy by:

- *Train all staff & governors*
- *Consult pupils, parents and staff on how the policy is working and how it could be improved*

- *Monitor and review practice*
- *Carry out impact assessments to evaluate practice*
- *Report to governors*
- *Report to parents and pupils*

...and any others that apply

Breaches of this Policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body. [\[You can explain/expand on this with more information\]](#).

Ratified by the governing body:

Accepted on:

Due for review on:

Equalities Objectives and Action Plan

Guidance to How to Complete this Section (to be removed from school's tailored document):

The Public Sector Equality Duty of the Equality Act 2010 requires schools to prepare and publish at least one equality objective.

One equality objective may be suitable for a very small primary school, but larger schools would need to identify more objectives in order to demonstrate that they are meeting all of their equality obligations under the Equality Act 2010.

Good equality objectives:

- *Are outcome focussed*
- *Are aimed at eliminating discrimination, advancing equality of opportunity or fostering good relations*
- *Are based on equality monitoring data and/or consultations with parents and carers, pupils, staff and governors*

- Are specific, measurable, achievable, realistic and timed (SMART)
- Name the protected characteristic with which they are concerned
- Are closely linked with the school improvement plan as a whole

Sample unsuitable equality objective: Raise the attainment of all pupils with regards to all protected characteristics

Sample good equality objective: Increase the attainment of Bangladeshi boys in Maths by 5% in the academic year 2022/23

Name of School

Date Objectives Set

Following an audit of equalities in our school, the governing body has agreed the following Equality Objectives:

Objectives <i>Avoid words like “improve” – try to be specific, with something you can measure e.g., “raise by 5%”- focus on the change that you will see, the outcome of your actions, rather than what you will do. Try to address a specific protected characteristic.</i>	Actions <i>What separate things will you need to do to achieve your objectives?</i>	Staff member <i>Who will do this?</i>	Success criteria <i>How will you know when it has been achieved – what will success look like?</i>

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Glossary of Terms

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association)

	Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.

Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.

Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information <p>Or because they intend to do so.</p>

Appendix B: Equality Impact Assessments (EIA)

Guidance (to be removed from school's tailored document):

The purpose of an Equality Impact Assessment (EIA) is to ensure that all new and existing policies, projects and procedures comply with the general Public Sector Equality Duty:

The general Public Sector Equality Duty places the responsibility upon schools to act to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;*
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;*
- foster good relations between people who share a protected characteristic and people who do not share it.*

The Equality Act 2010 sets out nine protected characteristics. These are race; religion or belief; sexual orientation; sex; disability; age; gender reassignment; pregnancy and maternity; and marriage and civil partnership.

An EIA focuses on systematically assessing and recording the likely equality impact of a policy, procedure or project on groups with a protected characteristic. This involves anticipating the consequences of activities on these groups and making sure that any negative consequences are eliminated or minimised and opportunities for promoting equality are maximised. The template below can be used to carry out an EIA. EIAs should be conducted on all new policies and procedures and when existing policies are reviewed.

Template:

People responsible for overseeing the EIA:

Name of the policy, procedure or project:

What is the main purpose or aims of the policy, procedure or project?

Who will be the beneficiaries of the policy, procedure or project?

Have you consulted on this policy, procedure or project?

Complete the following table and give reasons/comments for where:

1.The policy, procedure or project could have a positive impact on any person or group because of one of the following aspects of their identity.

2.The policy, procedure or project could have a negative impact, or disadvantage, a person or group because of one of the following aspects of their identity.

(At this stage it is important to consider the requirements placed upon a school as per the Equality Act 2010.)

Groups	Positive Impact		Negative Impact		Comments
	High	Low	High	Low	
Race					
Religion or Belief					
Sexual Orientation					
Sex					
Disability					
Age					
Gender					
Gender Reassignment					
Pregnancy and Maternity					
Marriage and Civil Partnership					

Where there is negative impact, what actions could be taken to amend the policy, procedure or project to minimise the negative impact?

If there is no evidence that the policy, procedure or project promotes equality, equal opportunities or improves relations between people with different protected characteristics, what amendments could be made to achieve this?

How will the policy, procedure or project be implemented including any necessary training?

Date of Completion:

Appendix C

Useful Links - please refer to the EDI Resources Area in the Headteacher/ School Manager area of the website

GENERAL & ANTI-BULLYING

[Childline](#) has advice and information, giving child-friendly explanations of concepts, ways for young people to share their feelings and information on how to support someone who is being bullied.

[Childnet](#) has information about having conversations with children about internet safety, a sample family agreement, advice on parental controls and guidance on reporting harmful content.

[Department for Education: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” July 2017](#)

[Department for Education: Mental health and behaviour in schools – updated March 2016](#)

[Educate against Hate](#) is a UK government website containing advice, answers to frequently asked questions and trusted resources for parents and carers to educate themselves and their children about radicalisation and extremism.

[EqualiTeach](#) is a UK-wide not-for-profit equality training and consultancy organisation, providing workshops, training and resources for education settings.

[Internet Matters](#) has a resources hub containing materials to teach about online safety, information about how to set up devices safely and guidance on what to do about issues such as online grooming, radicalisation and cyberbullying.

[Internet Watch Foundation](#) work to stop the repeated victimisation of people abused in childhood and make the internet a safer place, by identifying and removing global online child sexual abuse imagery.

[MindEd](#) is an online educational resource which aims to give adults who care for, or work with people: the knowledge to support their wellbeing, the understanding to identify a child, young person or adult at risk of a mental health condition and the confidence to act on their concern and, if needed, signpost to services that can help.

[NSPCC](#) has advice on how to deal with a range of issues, including radicalisation online, inappropriate or explicit content, online gaming, and livestreaming and online video apps.

[Parent Info](#) provides help and advice for families in a digital world.

[ParentZone](#) are specialists in providing advice and guidance for parents and carers on digital safety. The website includes parents’ guides, information on parental controls and privacy on social media, and articles to help parents and carers to talk to their child(ren) about difficult topics.

[PSHE Association](#) is a membership association and charity that supports teachers and schools with PSHE education.

[Restorative Justice Council](#) is the independent third sector membership body for the field of restorative practice. Providing quality assurance and a national voice advocating the widespread use of all forms of restorative practice.

[The Diana Award](#) is a registered charity that works with young people and partners to create the change we want to see in the world. This is achieved by developing leadership, mentoring, resilience, and advocacy skills.

[The Equality Human Rights’ Commission](#) (EHRC) is an independent body, established to eliminate the discrimination faced by disabled people and to promote equality of opportunity. The EHRC produces many useful guides and publications such as how to organise disability awareness/equality training and it has a fully accessible helpline.

[Thinkuknow](#) is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline. It has a parents/carers section of the website with guidance and home learning packs, as well as a function for reporting an incident online.

[UK Safer Internet Centre](#) website contains online safety tips, advice and resources to help children and young people stay safe online.

[Victim Support](#) is an independent charity dedicated to supporting people affected by crime and traumatic incidents in England and Wales. They provide specialist services to help people cope and recover and to empower them to ensure their voices are heard.

[Young Minds](#) is the UK's leading charity fighting for children and young people's mental health. They provide resources and advice on their website, have bespoke training courses and a consultancy service.

SEND

[Abilitynet](#) gives free information and advice on any aspect of the use of a computer by someone with a disability.

[Anti-Bullying Alliance](#) is a coalition of organisations and individuals, working together to stop bullying and create safer environments in which children and young people can live, grow, play and learn. They provide expertise in relation to all forms of bullying between children and young people.

[Autism Education Trust](#) - The AET is a partnership of autistic young people, parents/carers, academics and professionals. This, coupled with our approach to research and evidence-based resources, means that we have expert knowledge to share.

[Autism Oxford](#) brings together people who seek knowledge and understanding of the Autism Spectrum and autistic behaviour with those best able to impart it.

[British Deaf Association](#) is an organisation of Deaf people that represents the Deaf community.

[The British Dyslexia Association](#) offers advice, information and help to families, professionals and dyslexic individuals. It works to raise awareness and understanding of dyslexia, and to effect change. BDA provides a range of useful resources related to dyslexia.

[Changing Faces](#) is the UK's leading charity for everyone with a scar, mark or condition on their face or body.

[Department for Education SEND code of practice](#)

[Dyslexia Action](#) (DA) is a charity that specialises in the assessment and teaching of people with dyslexia. It seeks ways to improve the effectiveness of teaching and also focuses on the development of teaching materials.

[Family Lives](#) provides targeted early intervention and crisis support to families who are struggling. The issues we support families with include family breakdown, challenging relationships and behaviour, debt, and emotional and mental wellbeing.

[Gov.uk – disabled People](#) This part of the Gov.uk website has been designed to help people find out about their civil rights. It provides information on legislation that exists to help establish employees and employers

[Kidscape](#) is a registered charity whose mission is to provide practical support, training, and advice to challenge bullying and protect young lives.

[Mencap](#) is one of the major organisations for people with learning difficulties.

Mencap has produced an education resource pack for those over 16 years old which supports their Essential Skills Award. The resource was developed by Mencap National College and focuses on enabling learners to develop “practical skills for the real world”. For more information on the award, call Tracy Wardle on [01935 403120](tel:01935 403120) or e-mail tracy.wardle@mencap.org.uk.

[MIND](#) (National Association for Mental Health) is a mental health charity covering England and Wales. Factsheets can be downloaded from their website on issues such as mental health problems and learning disabilities.

[National Deaf Children's Society \(NCDS\)](#) Provides professionals with the latest information on campaigns, government news, NCDS projects and academic and professional research, publications and resources that are available to you.

[NASEN](#) (The National Association for Special Educational Needs) is an organisation that provides a forum for those actively involved with exceptional learning needs and/or disabilities and contributes to the formulation and development of policy in the area. NASEN also publishes quarterly the British Journal of Special Education and Support for Learning.

[National Autistic Society](#) provides an enormous amount of information ranging from introductory information to links to research sites. This is an extremely valuable resource for education professionals.

[World of Inclusion](#) provides training and resources primarily for schools, but also for colleges and local authorities around the issue of inclusion for all students within our education system.

LGBTQIA+

[Diversity Role Models](#) is a registered charity that actively seeks to embed inclusion and empathy in the next generation. They provide student workshops as well as staff, governor and parent/carers training.

[EACH](#) is a registered charity providing training and consultancy services that strive to reduce discrimination, harassment or bullying experienced by way of gender identity or sexual orientation.

[Mermaids](#) is one of the UK's leading LGBTQ+ charities supporting transgender, nonbinary and gender-diverse children and young people, as well as their families and professionals involved in their care.

[Schools Out](#) is an education charity with an overarching goal to make schools and educational institutions safe spaces for our Lesbian, Gay, Bisexual and Trans (LGBT) communities as teachers, lecturers and trainers; as pupils and students; as parents; as teaching and learning support staff; as site-officers, catering and cleaning staff; and as headteachers, managers and governors.

[Stonewall](#) is an organisation that stands for lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people everywhere. They provide support and training on how to challenge bullying and celebrate diversity within educational environments.

RACE, RELIGION AND BELIEF

[Anne Frank Trust](#) is an education charity that empowers 9- to 15-year-olds to challenge all forms of prejudice, inspired by the life and work of Anne Frank. They provide online learning resources and events; a school's programme and a youth empowerment programme called the Anne Frank Ambassadors.

[Friends and Families of Travellers](#) is a registered charity that supports individuals and families with the issues that matter most to them. They work to transform systems and institutions to address the root causes of inequalities faced by Gypsy, Roma and Traveller people.

[Holocaust Educational Trust](#) works in schools, universities and in the community to raise awareness and understanding of the Holocaust, providing teacher training, an outreach programme for schools, teaching aids and resource material.

[Makan](#) exists to nurture and amplify the voices of people working towards freedom, justice and equality on the grassroots, advocacy and policy levels through educational workshops, capacity-building trainings, evening talks and online resources. Their aim is to help reshape the mainstream discussion around Palestine-Israel towards one rooted in rights and equality.

[Show Racism the Red Card](#) is an anti-racism educational charity. They aim to combat racism through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others.

[Stop Hate](#) is a leading anti-hate and anti-discrimination organisation for corporate, statutory, and community sectors. They provide a 24-hour helpline for people directly affected by Hate Crimes. They also deliver training, education and development programmes and campaigns for social change.

[Tell MAMA](#) is an independent, non-governmental organisation which works on tackling anti-Muslim hatred. They provide counselling support to victims of anti-Muslim hate and Islamophobia in addition to casework, emotional support, legal signposting, advocacy, and court attendance support.

[The Black Curriculum](#) is a social enterprise that aims to deliver Black British history all across the UK. They run a variety of virtual and in-person programmes to schools, young people and corporations to promote the importance of Black history. They have a curriculum and develop free and licensable resources for schools to teach students about Black history.

[The Runnymede Trust](#) is an independent race equality think tank. They generate intelligence for a multi-ethnic Britain through research, network building, leading debate and policy engagement.

[Quaker Peace Education](#) the Network draws its membership from organisations working in peace education. They share ideas and inspiration, organise development workshops for members of the network and other interested educators and collaborate on creating resources and organising events.