

Equality, Diversity, and Inclusivity Policy

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1 Introduction

1.1 Step Into Learning (SIL) is committed to fostering an inclusive environment where diversity is celebrated, and all individuals are treated with dignity and respect. This policy aims to establish guidelines for promoting equality, eliminating discrimination, and ensuring inclusivity across all aspects of SIL's operations. By adhering to this policy, SIL endeavours to comply with relevant legislation and create a supportive community where everyone has equal opportunities to thrive.

2 Scope

2.1 This policy applies to all stakeholders associated with SIL, including staff, partners, learners, trustees, and contractors. It encompasses recruitment practices, educational programs, learning resources, and organisational culture. SIL recognises its duty to uphold equality, diversity, and inclusivity in line with statutory requirements and best practices.

3 Definition

Equality, diversity, and inclusivity are fundamental principles guiding SIL's policies and practices:

- Equality: Ensuring fairness and impartiality in the treatment of all individuals, irrespective of their background, characteristics, or circumstances.
- Diversity: Valuing and embracing the differences among individuals, including but not limited to race, nationality, ethnicity, religion, gender, sexual orientation, age, disability, and socioeconomic status.
- Inclusivity: Creating an environment where everyone feels welcome, respected, and empowered to contribute their unique perspectives and talents.

4 Policy

Step Into Learning is committed to promoting equality, diversity, and inclusivity through the following measures:

Recruitment and Enrolment Processes:

Ensuring that recruitment and enrolment practices do not discriminate against any individual based on protected characteristics.

Providing equal opportunities for all applicants and learners, regardless of background or personal attributes.

Promotion of Equal Treatment and Individual Value:

Actively promoting diversity and equal opportunities for staff, partners, and learners.

Creating an environment where everyone is treated equally and valued as individuals, irrespective of differences.

Awareness and Training:

Providing suitable and regular training to staff and trustees on equality and diversity matters.

Incorporating equality and diversity principles into induction sessions for staff and learners.

Proactive Confrontation of Discriminatory Behaviour:

Addressing instances of discrimination, harassment, or victimisation swiftly and decisively.

Encouraging open dialogue and reporting mechanisms for addressing discriminatory incidents.

Non-Acceptance of Unacceptable Behaviours:

Outlining examples of unacceptable behaviours, including verbal, non-verbal, and physical forms of discrimination or harassment.



Establishing clear procedures for reporting and addressing instances of discrimination or harassment. The 9 protected characteristics are:

1. **Age:** A person belonging to a particular age or range of ages.
2. **Disability:** A physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities.
3. **Gender reassignment:** Proposing to undergo, undergoing, or having undergone a process to reassign sex.
4. **Marriage and civil partnership:** Being married or in a civil partnership.
5. **Pregnancy and maternity:** Being pregnant or on maternity leave.
6. **Race:** Colour, nationality, ethnic or national origin.
7. **Religion or belief:** Any religion, religious, or philosophical belief, including lack of belief.
8. **Sex:** A man or a woman.
9. **Sexual orientation:** Whether a person is attracted to their own sex, opposite sex, or both

Implementation and Monitoring:

Step Into Learning will monitor the effectiveness of this policy through its quality assurance, curriculum, safeguarding, workforce development and governance arrangements.

Senior leaders will review relevant data, stakeholder feedback and quality improvement activities to identify strengths, barriers and areas for development.

Trustees will receive regular assurance through organisational reporting to evaluate the impact of the organisation's approach to equality, diversity and inclusion, and to ensure actions are improving outcomes and experiences for learners, staff and stakeholders.

Inclusive Learning Environment:

Developing inclusive learning strategies to meet the diverse needs of individual learners.

Ensuring that learning resources are free from prejudiced assumptions and actively promote diversity.

Equality in Employment Practices:

Reflecting equality principles in all employment policies and practices.

Providing equal opportunities for career development and progression to all staff members.

Responsibilities of All Stakeholders:

Emphasising the shared responsibility of all stakeholders in upholding equality, diversity, and inclusivity.



Encouraging active participation in advancing these principles and reporting incidents of discrimination or harassment.

Discrimination investigation and complaints:

All complaints and issues should be dealt, where possible at a local level. If this fails or is not possible there are the following options:

- Initiate a formal written complaint to the Site Manager, local
- This should always be written, outlining your grievance and possible desired outcome. This will be responded to within 7 days of receiving
- If this fails to solve or mitigate the issue arising, then a next stage action occurs. This involves a written statement to the PRIME oversight SEND education and Delivery Manager. This will be responded to within 10 working days of receiving. This allows the PRIME to collate all evidence, conduct any interviews and formulate a response.
- If the response is unsatisfactory, the complaint will then need to formally appeal to the Executive Director. The ED (Executive Director) will respond within 7 working days.
- The final appeal sits with the Board of Trustees. This will be responded to within 10 working days and will be the final response for V learning t/a Step into Learning.

5 Conclusion

Step Into Learning is dedicated to creating an inclusive and equitable environment where everyone has the opportunity to reach their full potential. By adhering to this Equality, Diversity, and Inclusivity Policy, SIL aims to foster a culture of respect, fairness, and acceptance across all aspects of its operations. These policies are aligned to current government requirements and legal obligations, under rule of law.