

SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)

Inclusion & Diversity Policy

Aspire - Challenge – Achieve

Owner	Approval	By Whom	Review
K Belcher G Martin	September 2026	Chief Executive Officer	September 2027

The South Lincolnshire Academy Trust Inclusion and Diversity Strategy

1. Policy Statement

At The South Lincolnshire Academies Trust, we are committed to promoting equality and diversity throughout our school community. We value the contribution of all pupils, staff, parents/carers and stakeholders, and strive to create an environment where everyone feels respected and able to achieve their full potential.

2. Aims

The Trust is committed to promoting equality, diversity and inclusion and to meeting its duties under the Equality Act 2010 and the Public Sector Equality Duty. We aim to create a safe, welcoming and ambitious environment where every pupil, member of staff and stakeholder feels valued, respected and able to thrive.

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations, mutual respect across all characteristics – between people who share a protected characteristic and those who do not
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English and through the reading agenda, students will be introduced to literature from a range of cultures

Teach pupils about equality, diversity, protected characteristics and respectful relationships through a broad and balanced curriculum, including RSHE, PSHE, Citizenship, RE and the wider curriculum. Pupils will develop an age-appropriate understanding of equality and the importance of respecting differences.

- All students are entitled to experience success and be challenged to work to the best of their abilities.
- To foster inclusion and reduce social isolation by promoting participation, belonging and positive relationships across the school community.
- To provide a safe and inclusive environment in which LGBT+ students & staff and also for staff & pupils from different cultures and of different genders are valued and respected
- To empower young people and their families to increase communication, partnership working and support
- To familiarise LGBT+, racial; and gender awareness and issues through the provision of an inclusive curriculum
- To monitor and tackle LGBT+, racial and sexist language and bullying
- Ensure that staff receive appropriate training to promote equality, inclusion and a culture of respect and belonging across the Trust.

We seek to achieve our aims:

- Ensuring that Trust policies, procedures and practices promote dignity, respect and inclusion for all members of the school community, and explicitly state that homophobic, biphobic and transphobic (HBT) language, discrimination, harassment and bullying are unacceptable.
- Promoting inclusive and respectful communication with pupils, families and staff, using gender-neutral language where appropriate and practical.
- By providing training to staff in supporting LGBT+ pupils, developing an LGBT+-inclusive curriculum and tackling HBT language and bullying and creating safe opportunities for pupils to discuss issues relating to identity, belonging, wellbeing and inclusion.
- By providing support structures and information/resources to LGBT+ pupils on LGBT+ issues and support services, through Think2Speak or Lincolnshire's LGBT+ Support Service. Also, to implement a LGBT+ community support group.
- Delivering Relationships, Sex and Health Education (RSHE) in accordance with statutory guidance, ensuring that pupils learn about different families, protected characteristics, respect for others, healthy relationships and the importance of challenging discrimination.
- Embedding equality, diversity and inclusion throughout the curriculum where relevant, enabling pupils to understand and respect the experiences and contributions of people from a wide range of backgrounds and communities.
- By providing multiple ways for pupils to report bullying, monitoring (including through staff and pupil surveys) and recording HBT language and bullying, as well as ensuring that pupils are aware that this language and bullying are wrong.
- Providing a range of accessible methods for reporting concerns, bullying, discrimination or prejudice-based incidents, including opportunities to report concerns outside school hours through the Trust's established reporting mechanisms.
- Ensuring that library resources, assemblies, displays, awareness campaigns and enrichment opportunities reflect the diversity of modern Britain and promote respect, tolerance and inclusion.
- By maintaining a gender-neutral dress code that is equitable, inclusive and free from unnecessary barriers or gender stereotypes.
- By nominating a member of staff as the school's LGBT+ and Diversity Lead, to monitor the implementation of this policy and provide training and additional support and advice to pupils and staff.
- Supporting pupils, staff and families sensitively and appropriately in matters relating to names, identity and wellbeing, taking account of safeguarding responsibilities, parental engagement, legal requirements and Trust procedures.
- **The Trust designated LGBT+ and Diversity Leads are:**
 - Headteacher(BA)
 - Headteacher (SA)
 - Headteacher (GA)
 - Headteacher (CA)

- **It is the Headteacher responsibility:**
- Ensure effective implementation of this policy and its procedures
- Ensure that all staff are sufficiently aware and trained within equality & diversity
- Actively challenge and take appropriate action in any cases of discriminatory practice within the school, be it by staff, pupils, parents or visitors
- Have procedures in place to deal effectively with any reported incidents of discrimination, victimisation or harassment
- Ensure clarity in assessing the impact of the school's strategy and accountable for future goals

It is the responsibility of all staff to:

- Positively role model inclusive and anti-discriminatory behaviour at all times, including a spirit of reflection and fostering a culture of dignity, belonging and mutual respect.
- Support and participate in any measures introduced to promote equality, diversity and inclusion and report any issues associated with equality and diversity, discriminatory practice and barriers to inclusion.
- Remain vigilant to, and appropriately challenge, all forms of discrimination, victimisation, prejudice, harassment and bullying, including the use of derogatory language, stereotypes, microaggressions and so-called "banter". Staff must take prompt action in accordance with Trust policies and safeguarding procedures.
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the school's culture, taking all reasonable steps to prevent discrimination, harassment and victimisation from taking place.
- The Trust expects all staff to uphold the principles of equality, diversity and inclusion and to actively contribute to an environment where difference is respected, diversity is celebrated and discrimination is not tolerated.

What has South Lincolnshire Academies Trust achieved to date:

- A gender neutral uniform
- Support groups led by students to promote inclusivity
- Preferred names and pronouns on parental permission (under 16 years old).
- Offering Support Services eg Think2Speak to support pupils, staff and parents.
- LGBT+ displays around trust schools to promote equality.
- Raising the awareness of the use of Pronouns around the communities within the four schools via staff training
- Use of language – young person rather than gender specific.
- A shared approach to creating a trained staff Trust Hub to share expertise and knowledge
- Celebrating Pride Month – internally in school, via our external platforms and within the community eg raising the Pride flag to celebrate Pride Month.
- Celebrating Pride Month on our social media platforms to raise awareness
- Implementation of a vehicle to collate student voice through the Students Say We Listen button on the four school website home pages promoted in all school assemblies

Process of requests to change Preferred Name or Pronoun

The Trust is committed to treating all pupils with dignity, respect and sensitivity. Where a pupil wishes to be known by a different preferred name or wishes to discuss the use of different pronouns, the Trust will consider each request on an individual basis, taking account of the pupil's wellbeing, safeguarding needs, age, maturity and the views of parents/carers where appropriate.

For pupils in Years 7–11, requests relating to a change of preferred name or pronouns should be discussed with parents/carers and considered in partnership with the family, unless there are safeguarding concerns which indicate that a different approach is required. The Trust may ask parents/carers to complete a notification form to ensure that records are accurate and that appropriate support can be put in place.

Where a preferred name is agreed, the Trust will update appropriate internal records where possible and lawful to do so. However, certain official records may need to continue to reflect a pupil's legal name or sex as required by law, examination regulations or statutory requirements.

Any request relating to a pupil's gender identity, preferred name or pronouns will be considered carefully, with decisions made in accordance with current legislation, safeguarding guidance, Department for Education guidance and the individual circumstances of the child or young person.

Students in the Sixth Form, who are generally considered capable of making a greater range of decisions independently, may discuss requests regarding preferred names and pronouns directly with the school. Where appropriate, the Trust will seek to work collaboratively with both the student and their family to provide support and ensure the student's wellbeing and safety remain paramount.

The Trust recognises that these matters can be complex and sensitive and will always seek to balance respect for individual pupils with its safeguarding responsibilities, legal obligations and commitment to maintaining a safe and inclusive learning environment for all.

3. Legal Framework

This policy has due regard to the Equality Act 2010 and the Public Sector Equality Duty (PSED). More information can be found here:

- [Public Sector Equality Duty \(PSED\) in schools](#)
- [Equality Act 2010: staff briefing](#)
- [Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Relationships Education, Relationship and Sex Education \(RSE\) and Health Education statutory guidance.](#)

This policy relates to a number of Trust policies, including:

- Equality Policy Statement and Objectives
- Child Protection Policy
- Accessibility and Disability policy
- Behaviour and Rewards policy and Statement of Principles
- Relationships and Sex Education policy
- Personal, Social, Health, Economic policy
- Special Educational Needs Disability Policy and Information Report
- Supporting pupils with medical conditions

Education and Inspections Act 2006

Schools have a duty to promote the safety and wellbeing of all children and young people in their care, including lesbian, gay, bisexual and transgender students and those experiencing Homophobic, Biphobic or Transphobic bullying (HBT).

Equality Act 2010

The Equality Act 2010 places a legal duty on schools to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not. This includes the protected characteristics of **sexual orientation** and **gender reassignment**.

Schools are also required to advance equality of opportunity and foster good relations. This means that schools should go beyond tackling HBT bullying and take proactive steps to promote respect and understanding of LGBT+ people and issues.

For the purposes of the Equality Act 2010:

Sexual orientation refers to a person's emotional, romantic and/or sexual attraction to another person. Tackling Homophobic and Biphobic bullying helps schools and colleges meet their legal duties under the Equality Act.

Gender reassignment is a protected characteristic and refers to anyone who is proposing to undergo, is undergoing, or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex. Tackling Transphobic bullying helps schools and colleges meet their legal duties under the Equality Act.

Trans children and young people aren't required to have undergone any form of medical intervention to be protected under the Equality Act. Tackling Transphobic bullying and supporting trans-learners to participate fully in school is vital in helping schools and colleges to meet their legal duties under the Equality Act. Schools must ensure that trans children and young people aren't singled out for different or less favourable treatment than those who are not trans.

All schools in the South Lincolnshire Academies Trust, work to support our students in a variety of ways, as seen in our Pride Group, which is a student-led group that provides a safe place for students to socialise, support each other, talk about LGBT+ and other minority group issues, to work towards seeing an end to homophobia, biphobia, transphobia, racism and sexism.

Our policies set out in more detail the Trust's approach to LGBT+, racial and equality rights matters in line with the Education and Inspections Act 2006 and the Equality Act 2010.

4. Responsibilities

- **Trustees:** Ensures compliance with equality legislation and monitors the effectiveness of this policy.
- **Senior Leaders:** Implement the policy, ensure staff and pupil awareness, and promote equality throughout the school.
- **All Staff:** Uphold the principles of equality and diversity in their work and challenge discrimination wherever it is found.
- **Designated Safeguarding Lead:** Monitors safeguarding implications related to equality and diversity.

5. Protected Characteristics

We ensure no one is discriminated against based on the following protected characteristics:

- Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
-
- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to Homophobic bullying)
 - Taking steps to meet the specific needs of people who have a particular characteristic
 - Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)
 - As a Trust we promote the values of diversity, equality and inclusion working to support all minority groups across the Trust, including LGBT+ community, students of different racial backgrounds and equality rights for women. Diversity is celebrated within the SLAT schools, we believe in a person centred approach to inclusion – we put families at the centre of the journey.

6. Equality Impact and Decision-Making

The Trust is committed to ensuring that equality, accessibility, safeguarding and inclusion considerations are embedded within all significant decisions. In accordance with the Public Sector Equality Duty, the Trust will have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations whilst also fulfilling its safeguarding responsibilities and statutory duties. Decisions will be reviewed regularly to ensure they continue to promote fairness, safety and accessibility for all members of the school community.

When developing policies, planning activities or making significant decisions, the Trust will consider the potential impact on pupils, staff and families, including those with protected

characteristics, special educational needs and disabilities (SEND), medical needs and other vulnerabilities.

For example, when planning a school trip, activity or event, schools will consider whether:

- The timing conflicts with significant religious observances or cultural events.
- The activity is accessible to pupils with disabilities and appropriate reasonable adjustments have been identified.
- Health, safety and safeguarding considerations have been fully assessed.
- All pupils can participate safely and equitably, regardless of their individual needs or protected characteristics.
- Suitable facilities, supervision and arrangements are in place in accordance with safeguarding requirements, legal obligations and Trust policies.
- Potential barriers to participation have been identified and addressed wherever reasonably possible.

The Trust recognises that some decisions may require careful consideration of individual circumstances, competing rights and safeguarding factors. Where this is the case, decisions will be made on a case-by-case basis, taking account of statutory guidance, safeguarding responsibilities, the best interests of the child and the rights and needs of all members of the school community.

7. Admissions, Curriculum and School Life

- Admissions are open and fair, following our school's admissions policy.
- The curriculum is planned to promote understanding and respect for diversity.
- Assemblies, displays and activities reflect and celebrate the diverse nature of our school community.

8. Reasonable Adjustments We make reasonable adjustments to ensure disabled pupils, staff and visitors are not placed at a disadvantage. This includes physical accessibility, support for learning, and access to school events. For more, see: [Equality Act 2010: reasonable adjustments](#)

9. Recruitment, Training and Development

- Recruitment and selection processes are fair, transparent, and based on merit.
- Staff receive training on equality, diversity, and inclusion, including annual refreshers and scenario-based sessions.
- Incidents of discrimination are recorded, investigated, and addressed appropriately.

10. Monitoring and Evaluation

- The policy is reviewed annually.
- Data on behaviour, exclusions, attainment, and participation is analysed by protected characteristic.
- Feedback is sought from staff, pupils, and parents/carers to inform future action.

11. Breaches of Policy Any breaches of this policy will be dealt with in line with the school's disciplinary and complaints procedures.

12. Policy Review This policy will be reviewed annually, or sooner if there are changes to legislation or guidance.



South Lincolnshire Academies Trust

Edinburgh Crescent, Bourne, Lincolnshire PE10 9DT

The completion of a request form does not automatically result in any change being made to school systems, records, communications or other arrangements. All requests will be considered individually, taking account of safeguarding responsibilities, statutory guidance, the welfare and best interests of the young person, legal requirements and the rights and needs of other members of the school community.

Request for Consideration of a Preferred Name

South Lincolnshire Academies Trust

The Trust is committed to supporting the wellbeing of all pupils. Requests relating to a preferred name will be considered on an individual basis, taking account of safeguarding responsibilities, the child's welfare, parental views, statutory guidance and the operational requirements of the school.

Child's Details

Legal Name: _____

Date of Birth: _____

School: _____

Year Group: _____

Request

I am requesting that the school considers the use of the following preferred name for my child:

Preferred Name Requested: _____

Reason for the request (optional):

Parent/Carer Declaration

I understand that:

- Submission of this form does not automatically result in a change being made to school records.
- The Trust will consider requests on an individual basis, taking account of safeguarding considerations, statutory guidance and the best interests of the child.
- Certain official records, examination entries, certificates and legal documentation may be required to remain in the child's legal name.
- The school may need to discuss this request with relevant members of staff in order to consider appropriate support arrangements.
- Where necessary, the Designated Safeguarding Lead (DSL) may be involved in the consideration of this request.

Parent/Carer Name: _____

Relationship to Child: _____

Signature: _____

Date: _____

School Use Only

Date Received: _____

Received By: _____

DSL Consultation Required: ☐ Yes ☐ No

Outcome of Request:

Date of Decision: _____

Authorised By: _____

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Sixth Form Student Request for Consideration of a Preferred Name

The completion of a request form does not automatically result in any change being made to school systems, records, communications or other arrangements. All requests will be considered individually, taking account of safeguarding responsibilities, statutory guidance, the welfare and best interests of the young person, legal requirements and the rights and needs of other members of the school community.

South Lincolnshire Academies Trust

The Trust recognises that Sixth Form students may wish to discuss the use of a preferred name. Requests will be considered on an individual basis, taking account of the student's welfare, safeguarding needs, legal requirements, statutory guidance and the operational requirements of the school.

Student Details

Legal Name: _____

Date of Birth: _____

School: _____

Request

I would like the Trust to consider the use of the following preferred name:

Preferred Name Requested: _____

Reason for the request (optional):

Student Declaration

I understand that:

- Submission of this form does not automatically result in a change to school records.
- The Trust will consider requests on an individual basis in accordance with safeguarding responsibilities, statutory guidance and the student's welfare.
- Certain official records, examination entries, certificates and legal documentation may be required to remain in my legal name.
- The school may discuss this request with relevant pastoral and safeguarding staff in order to determine appropriate support arrangements.

- The Trust will normally encourage open communication with parents/carers where appropriate, unless there are safeguarding reasons why this may not be in the student's best interests.

Are your parent(s)/carer(s) aware of this request?

☐ Yes

☐ No

If no, please provide further information (optional):

Student Signature _____

Student Name: _____

Date: _____

School Use Only

Date Received: _____

Received By: _____

DSL Consultation Required: ☐ Yes ☐ No

Outcome of Request:

Date of Decision: _____

Authorised By: _____

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