FRONTIER
LEARNING TRUST

Inclusion Policy

June 2026

Date(s) when reviewed	June 2026
Date of next review	June 2027
Regularity of review	Annual
Responsible reviewer (post title)	SLT

1. Introduction

Frontier Learning Trust is committed to promoting equality, diversity, equity, and inclusion across all aspects of college life. We oppose all forms of discrimination, harassment, victimisation, and disadvantage. We celebrate the rich diversity of our students and staff and believe in fostering a supportive, respectful, and inclusive environment where all individuals can thrive.

This policy sets out our commitment to the principles and practices that eliminate unlawful discrimination, promote equality of opportunity, and foster good relations between people with different characteristics, as outlined in the Equality Act 2010 and beyond.

2. Our Values

The Trust believes:

- Inequality, prejudice, and discrimination have no place in education.
- Fairness, equity, and respect must underpin every decision and interaction.
- Every individual deserves to be treated with dignity and afforded equal access to opportunities and success.

We are committed to embedding these values into our curriculum, systems, recruitment practices, community engagement, and everyday interactions.

3. Legislation and guidance

This policy meets the requirements under the following legislation:

The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination.

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish Equality Objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

This document also complies with our funding agreement and articles of association.

4. Roles and responsibilities

Board of Trustees will:

- Ensure legal compliance and strategic oversight of inclusion implementation.
- Ensure that the published Equality Objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal/Headteacher.

The link Inclusion Trustee is: Maria Neophytou

They will:

- Meet with the designated members of staff for equality every term to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the Board of Trustees regarding any issues.

The Principal/Headteacher will:

- Promote knowledge and understanding of the Equality Objectives among staff and students.
- Monitor success in achieving the objectives and report back to trustees.

Assistant Principal for Student Services (APSS)/ Deputy Head/Assistant Principal for Personal Development

- Support the principal/headteacher in promoting knowledge and understanding of the Equality Objectives among staff and students.
- Meet with the Inclusion Trustee every term to raise and discuss any issues.
- Support the principal/headteacher in identifying any staff training needs as necessary.

All Staff and Students:

- Share the responsibility to create an inclusive environment and uphold this policy in daily practice.

FLT staff will work together to achieve the objectives as set out in this policy.

5. Eliminating discrimination

- The Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- Our policies, as listed in the appendices, include reference to the importance of avoiding discrimination and other prohibited conduct. During each policy review, the Trust will consider the policy from a diversity and inclusion lens.
- Staff and trustees are regularly reminded of their responsibilities under the Equality Act.
- The Trust has designated members of staff for monitoring inclusion issues, and an Inclusion Trustee. They regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate.

6. Protected and Extended Characteristics

We protect against discrimination based on the nine legally protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

In addition, we strive to address inequalities related to socio-economic background, political beliefs, caring responsibilities, and other personal circumstances.

7. Advancing equality of opportunity

In accordance with the Equality Act 2010 and Department for Education guidance, FLT is committed to advancing equality of opportunity for all students, staff and members of our community by:

- Removing or minimising disadvantages experienced by individuals or groups who share a protected characteristic.
- Taking appropriate steps to meet the different needs of individuals and groups, recognising that equality does not always mean treating everyone in the same way.
- Encouraging participation and engagement in all aspects of Trust life, ensuring that opportunities are accessible to all and that barriers to involvement are identified and addressed.

In fulfilling this duty, the Trust will:

- Monitor and analyse student achievement, progress, attendance, behaviour, participation, and destinations data to identify any disparities between different groups.
- Use this information to identify strengths, areas for development, and appropriate actions to improve outcomes and experiences for all learners.
- Monitor staff recruitment, retention, progression, and professional development opportunities to ensure fairness and equity across the workforce.
- Gather and consider feedback from students, staff, parents, carers, and other stakeholders to understand lived experiences and inform improvement planning.
- Publish equality information and objectives in line with statutory requirements and review progress regularly.
- Take proactive steps to address any identified inequalities, barriers, or patterns of disadvantage and to promote an inclusive culture where everyone feels valued, respected, and able to achieve their potential.
- Monitor incidents of discrimination, bullying, harassment, and prejudice-related behaviour, using this information to inform preventative and supportive actions.

Through these actions, Frontier Learning Trust seeks to foster an inclusive environment in which diversity is valued, individual differences are respected, and all members of the Trust community can thrive.

8. Fostering good relations

Frontier Learning Trust is committed to fostering good relations between people from different backgrounds, cultures, beliefs, and experiences. We believe that a diverse and inclusive community enriches learning and helps prepare students to thrive in modern Britain and beyond.

The Trust promotes understanding, respect, and positive relationships by:

- Embedding equality, diversity, inclusion, and belonging throughout the curriculum, tutorial programmes, enrichment activities, and wider student experience. This includes opportunities for students to explore different cultures, identities, beliefs, and perspectives across a range of subjects and learning activities.
- Providing assemblies, awareness events, themed activities, and campaigns that celebrate diversity, promote inclusion, and address issues relevant to our communities. Students are encouraged to contribute to and lead these activities wherever possible.
- Encouraging active student participation through student leadership opportunities, student voice forums, societies, clubs, and enrichment programmes that promote collaboration and mutual understanding.
- Promoting participation in trips, visits, cultural events, volunteering opportunities, and extracurricular activities that expose students to a wide range of experiences, viewpoints, and communities.

- Creating opportunities for students and staff to engage in meaningful discussions about equality, diversity, inclusion, and social responsibility in a respectful and supportive environment.
- Taking proactive steps to identify and address prejudice, discrimination, bullying, harassment, and any tensions that may arise within our communities, ensuring that all members of the Trust feel safe, valued, and respected.
- Working with specialist organisations, community groups, and subject experts to inform, develop, and continually improve our approach to inclusion and belonging.

Through these actions, Frontier Learning Trust seeks to create an environment where differences are celebrated, relationships are built on mutual respect, and every individual feels a sense of belonging and is able to contribute positively to the Trust community.

9. FLT Equality Priorities
As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

Curriculum and Learning
We will ensure that the curriculum:

- Is inclusive and reflective of diverse perspectives
- Challenges stereotypes, prejudice, and discrimination
- Promotes critical thinking and equality
- Is differentiated to meet diverse learning needs and abilities

Student Experience
We are committed to:

- Fair and inclusive admissions and support
- High expectations and achievement for all students
- Proactive measures to close any attainment gaps
- Learner voice initiatives that shape our inclusive practices

Staff Recruitment and Development
We will:

- Use fair, transparent recruitment procedures
- Promote diversity in staff at all levels
- Offer inclusive induction and professional development
- Encourage staff to disclose disabilities and provide reasonable adjustments

Monitoring and Reporting
We collect and analyse data on:

- Staff and student demographics
- Recruitment, progression, attainment, attendance and achievement
- Student, staff and parent voice
- Complaints and incidents related to discrimination or harassment

Where analysis identifies under-representation, inequality or barriers to participation, the Trust may take lawful positive action to:

- Encourage participation from underrepresented groups.
- Offer targeted support, training, or opportunities.
- Review policies, procedures and practices to remove identified barriers.

10. Stakeholder Engagement

We will consult students, staff, parents, community partners, and other stakeholders in shaping our inclusion priorities. Methods include:

- Surveys and focus groups
- Inclusion forums
- Student and staff representation in governance

11. Complaints

Allegations of discrimination or unfair treatment will be investigated through the Trust's Grievance or Complaints Procedures. Support will be provided to affected individuals.

12. Monitoring arrangements

Published Equality Objectives will be updated every 4 years.
This policy will be reviewed and approved by SLT.

13. Links with other policies

This document links to the following policies:

- Accessibility plan
- Admissions Policy
- Attendance and Punctuality Policy
- SEND Policy
- Safeguarding Policy
- Behaviour Policy
- Student and Staff Code of Conduct
- Recruitment and Selection Policy