



Equality, Diversity and Inclusion Policy and Procedure

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APPENDIX 5: EQUALITY IMPACT ASSESSMENT..... 26

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Version History

| Version No. | Author/Editor | Approved by | Date Issued | Next Review Date | Brief Summary of Changes |
|-------------|------------------|--------------|-------------|------------------|--------------------------|
| 1 | Lorraine Miranda | Rhea Marwaha | 15.04.2026 | 14.04.2029 | New Policy |
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Executive Summary

This Policy and Procedure is to minimise and, if possible, remove any disproportionate impact on employees on the grounds of race, sex, disability, age, pregnancy and maternity, marriage and civil partnership, gender reassignment, sexual orientation, religious or other belief.

1.0 Introduction

1.1 Policy Statement

Nova Newcastle Ltd aims to design and implement services, policies and measures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at a disadvantage over others. It is a requirement that we conduct equality impact assessments on all policies and services within the organisation.

In an Alternative Provision setting, this commitment extends equally to the children and young people we support, many of whom may have SEND, social, emotional or mental health needs, and may be at increased risk of discrimination, exclusion or harm

The purpose of the Equality Impact Assessment, shown in Appendix 3 is to minimise and, if possible, remove any disproportionate impact on employees on the grounds of race, sex, disability, age, pregnancy and maternity, marriage and civil partnership, gender reassignment, sexual orientation, religious or any other belief.

We recognise our duties under the Equality Act 2010 to ensure learners are not disadvantaged in education, access to support, behaviour systems, or safeguarding practice.

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2.0 Purpose

Nova Newcastle Ltd is committed to embedding equality, diversity and inclusion across the organisation rather than it being viewed as an isolated agenda. Ensuring that fair treatment and social inclusion is at the heart of what we do and how we do it.

Equality is about creating a fairer society where everyone has the opportunity to fulfil their potential. Diversity is about recognising and valuing difference in its broadest sense. Inclusion is about an individual's experience within the workplace and in wider society and, the extent to which they feel valued and included.

Nova Newcastle Ltd is committed to providing a working environment that is welcoming, inclusive, respectful and is free from unlawful discrimination

A list of some of the characteristics that are protected on the grounds of unlawful discrimination can be found in Appendix 1. This list is not exhaustive and will be reviewed in light of future reviews of the policy. Definitions of some of these characteristics are listed below.

This policy applies not only to employment practice but also to the delivery of education, pastoral support, safeguarding, behaviour management, admissions and reintegration planning for our learners.

We actively promote inclusion, belonging and equal access for learners and families from all backgrounds.

3.0 Definitions

| Term | Definitions in this policy |
|---------------------------------------|---|
| Age | Where this is referred to, it refers to a person belonging to a particular age (e.g., 32 year old) or a range of ages (e.g. 18 - 30 year olds) |
| Disability | A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities |
| Gender Re-assignment | This is the process of transitioning from one gender to another. Under the Equality Act 2010, it is no longer necessary to be under medical care to be legally protected |
| Marriage and Civil Partnership | In the Equality Act, Marriage and Civil Partnership means someone who is legally married or in a civil partnership. Marriage can either be between a man and a woman, or between partners of the same sex. Same-sex couples can also have their relationships legally |

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| | <p>recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.</p> <p>The Marriage (Same Sex Couples) Act makes the marriage of same sex couples lawful in England and Wales, while protecting and promoting religious freedom. The Government believes that opening up marriage to all couples demonstrates society's respect for all individuals, regardless of their sexuality, making our society fairer and more inclusive for all its members. This change strengthens the institution of marriage and ensures that it remains an essential building block of modern society.</p> |
| Pregnancy and Maternity | <p>Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a person unfavourably because they are breastfeeding. Protection from unfair treatment applies for both the pregnancy and in respect of any illness arising from the pregnancy</p> |
| Race | <p>Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.</p> |
| Religion and Belief | <p>Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of religion or belief (e.g., Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition</p> |
| Gender | <p>Either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological ones. The term is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female.</p> |
| Sexual Orientation | <p>Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes</p> |
| Gender Identity and Transitioning | <p>Gender identity refers to a person's internal sense of their own gender, which may be different from the sex assigned at birth. Some people may transition socially (e.g., changing name/pronouns), medically (e.g., hormone therapy or surgery), or both.</p> <p>Under the Equality Act 2010, individuals undergoing or intending to undergo gender reassignment are legally</p> |



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| | <p>protected, regardless of whether they have pursued medical treatment.</p> <p>Nova Newcastle Ltd recognises and affirms all gender identities and expressions, including non-binary and gender non-conforming individuals.</p> |
| <p>Special Educational Needs and Disabilities</p> | <p>A child or young person is considered to have Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which requires special educational provision to be made for them.</p> <p>Under the Children and Families Act 2014, a pupil has SEND if they:</p> <ul style="list-style-type: none"> • Have significantly greater difficulty in learning than the majority of others of the same age; and/or • Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age. <p>SEND may include needs relating to:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health (SEMH) • Sensory or physical impairment <p>The organisation is committed to ensuring that pupils with SEND are supported appropriately and are not disadvantaged or discriminated against.</p> |
| <p>Looked After Children (LAC)/Previously Looked After Children (PLAC)</p> | <p>A Looked After Child (LAC) is a child who is currently in the care of a local authority, either:</p> <ul style="list-style-type: none"> • Under a care order; or • Through voluntary accommodation arrangements under the Children Act 1989. |



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| | <p>A Previously Looked After Child (PLAC) is a child who was previously in local authority care but is no longer looked after because they have:</p> <ul style="list-style-type: none"> • Been adopted • Become subject to a special guardianship order • Become subject to a child arrangements order <p>Looked After and Previously Looked After Children are recognised as particularly vulnerable and may require additional educational, emotional and pastoral support.</p> <p>The organisation is committed to promoting stability, inclusion, and equal opportunity for these pupils.</p> |
| <p>Alternative Provision Context</p> | <p>Alternative Provision (AP) refers to education arranged for children and young people who are unable to attend mainstream school, either temporarily or permanently.</p> <p>AP may be provided for pupils who:</p> <ul style="list-style-type: none"> • Have been excluded • Are at risk of exclusion • Have medical or mental health needs • Have SEND or SEMH needs requiring specialist support • Are experiencing barriers to learning in mainstream settings <p>Alternative Provision settings have a duty to provide a safe, supportive, inclusive environment which meets the educational and safeguarding needs of vulnerable learners.</p> <p>In this context, equality, diversity and inclusion must be embedded into:</p> <ul style="list-style-type: none"> • Curriculum access • Behaviour and pastoral practice • Safeguarding and wellbeing systems • Reintegration planning and pupil voice |

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| Vulnerable Learners | <p>The term vulnerable learners refers to children and young people who may be at greater risk of harm, exclusion, discrimination, or poor educational outcomes due to additional needs, life experiences, or personal circumstances.</p> <p>In an Alternative Provision context, vulnerable learners may include (but are not limited to):</p> <ul style="list-style-type: none"> • Pupils with SEND or Education, Health and Care Plans (EHCPs) • Pupils experiencing mental health difficulties or trauma • Children affected by adverse childhood experiences (ACEs) • Pupils at risk of exclusion or disengagement from mainstream education • Young people involved with social care or early help services • Pupils experiencing discrimination due to protected characteristics • The organisation recognises that vulnerability may be temporary or long-term and requires a safeguarding-led, inclusive response. |
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The organisation recognises that many pupils in Alternative Provision may experience overlapping vulnerabilities and protected characteristics, and we are committed to ensuring that all learners feel safe, respected, included and able to thrive.

4.0 Our Visions and Values

This policy is in support of Nova Newcastle Ltd’s Vision and Values which highlights the organisation’s commitment to ensuring that all staff and stakeholders are treated fairly and equally.

Our Vision

“Achieving timely and fair resolutions, enhancing learning and improving safety.”

Professional

We are dedicated to providing a professional, high-quality service, working flexibly to find effective and efficient solutions.

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Expert

We bring unique skills, knowledge and expertise to everything we do.

Ethical

We are committed to acting with honesty, integrity and fairness.

Respectful

We treat people with consideration and respect, and encourage supportive, collaborative and inclusive team working

5.0 Scope and Who it Applies to

This policy applies to all , parents/carers, staff, volunteers, contractors, visitors, partner agencies and any professionals working with or around children on site.

It applies to all aspects of learner experience including admissions, behaviour responses, exclusions, reintegration planning and safeguarding.

This policy applies equally to the experiences of pupils and families, including protection from discriminatory bullying, peer-on-peer abuse and online harassment.

This policy and procedure applies equally to all aspects of the employment cycle including recruitment and selection, promotion, education, learning and development, dignity at work, grievances, sickness and absence, conduct, terms and conditions of service and reasons for termination.

6.0 Legislation

The Equality Act 2010 provides a framework of protection against direct and/or indirect discrimination, harassment and victimisation in services and public functions, in premises, at work, in education, associations and transport. It protects individuals and promotes a fair and more equal society.

The organisation also recognises its safeguarding duties under *Keeping Children Safe in Education (KCSIE)*, which identifies peer-on-peer abuse, online harassment and child-on-child sexual violence or harassment as key safeguarding risks within education settings.

This policy should be read alongside key education safeguarding and inclusion duties, including:

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- Keeping Children Safe in Education (statutory guidance)
- Education Act 2002 (safeguarding duties)
- Children and Families Act 2014 (SEND)
- Ofsted Education Inspection Framework
- Behaviour in Schools Guidance

Alternative Provision settings must ensure equality duties are embedded into behaviour policies to prevent disproportionate impact on protected groups.

The Public Sector Equality Duty (PSED) comprises of the General Equality Duty (GED), as set out in Section 149 of the Equality Act 2010. The Public Sector Equality Duty requires public sector bodies to consider how they can positively contribute to the advancement of equality and good relations.

Nova Newcastle Ltd must, in the exercise of its functions, have due regard to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between persons who share a relevant protected characteristic and, persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and those who do not share it.

The nine 'protected characteristics' are below and these are often referred to as the equality strand:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnerships
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Public Sector Equality Duty applies to all of the protected characteristics with the exception of marriage and civil partnership with regard to the requirement to eliminate discrimination.

The definitions of the protected characteristics can be found in Appendix 3 of this policy.

Direct and Indirect Discrimination

- The protection afforded to each of the equality strands varies:

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- Direct discrimination includes discrimination by association or perception for those listed above, with the exception of marriage and civil partnership and pregnancy and maternity
- Indirect discrimination applies to all the strands except for that of pregnancy and maternity.
- Harassment and, harassment by a third party applies to all the strands, with the exception of marriage and civil partnership and, pregnancy and maternity

Detailed types of discrimination, harassment and victimisation can be found in Appendix 2.

7.0 Equality in Curriculum, Behaviour and Inclusion

Include:

- Adjustments for SEND
- Avoiding discriminatory exclusions
- Inclusive teaching practice
- Trauma-informed AP approach

8.0 Accountabilities and Responsibilities

Nova Newcastle Ltd Board members, Heads of Provision, senior managers, managers and employees, all share responsibility for promoting equality, diversity and inclusion and ensuring that this policy is implemented in practice. Specific roles and responsibilities are outlined below:-

8.1 Heads of Provision, Senior Management Team and all Practitioners will:

- Lead by example and champion equality, diversity and inclusion across the organisation. Ensure that the commitment of Nova Newcastle Ltd to equality, diversity and inclusion is communicated to all employees fairly and responsibly including potential employees, users of its services, staff on secondment and all those working for or on behalf of Nova Newcastle Ltd such as contractors or as volunteers, including work experience placements.
- Develop and pro-actively promote equality, diversity and inclusion internally and externally.

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8.2 All Employees will:

- Treat people in accordance with our Vision and Values.
- Be aware of their responsibilities and, report inappropriate behaviour(s) and raise any incident(s) that breach the dignity at work policy and procedure.
- Familiarise themselves with this policy and procedure, ensuring that their practices are consistent with its contents and legislation.
- Champion equality, diversity and inclusion in the workplace.
- Provide personal diversity information when required notwithstanding the fact that there is a right not to disclose this information.
- Be aware of their personal liability in breaching the requirements of the Section 110 of the Equality Act 2010.
- Conduct themselves in accordance with and promote Nova Newcastle Ltd' Vision and Values.
- Report and respond appropriately to any concerns relating to peer-on-peer abuse, discriminatory bullying or online harassment, in line with safeguarding procedures.

8.3 Heads of Provision will:

- Be responsible for promoting and championing equality, diversity and inclusion.
- Be responsible for creating a climate where the differences that individuals bring are valued. Foster good relations between all employees.
- Ensure that their direct reports complete equality, diversity and inclusion training every three years, in addition to the company induction.
- Ensure systems are in place to monitor, record and respond to incidents involving protected characteristic bullying, peer-on-peer abuse and online safety concerns.
- Conduct themselves in accordance with and promote Nova Newcastle Ltd Vision and Values.

8.4 Human Resources and Organisational Development Personnel will:

- Ensure that the Equality, Diversity and Inclusion policy and procedure is updated following legislative changes and revised in consultation with any other relevant bodies.
- Request equality information on the protected characteristics from job applicants on application.
- Provide equality monitoring reports for the Board annually which will be used to identify any potential barriers in relation to recruitment, selection, education and learning and career development.

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- Ensure that at least one member of any Recruitment and Selection Panel has undertaken the Recruitment and Selection training and, that all members of any Recruitment and Selection Panel, has completed the Equality, Diversity and Inclusion training prior to undertaking these duties.
- Implement Recruitment and Selection training for all managers raising awareness of unconscious bias through various types of discrimination. (see Appendix 2)
- Ensure that all HR policy and procedures are Equality Impact Assessed.
- Advise on and manage staff complaints and grievances in relation to equality, diversity and inclusion issues.
- Advise the Heads of Provision, Senior Management Team and line managers on best practice on staffing issues taking into account the principles of equality, diversity and inclusion in all advice that is provided.
- Advise line managers on handling all disability related staffing issues especially when taking into account Occupational Health advice on reasonable adjustments.
- Actively take steps to promote and embed Nova Newcastle Ltd vision and values.
- Ensure that organisational learning and development events are accessible to all staff and that access to events is compliant with this policy and procedure and equality and diversity legislation.
- Ensure organisational learning and development opportunities have equality, diversity and inclusion included as an integral part of delivery.
- Promote equality, diversity and inclusion through various communication channels.
- Support Nova Newcastle Ltd as an exemplar and a good organisation in promoting equality, diversity and inclusion.
- Contribute to organisational initiatives to promote equality, diversity and inclusion.

8.5 Designated Safeguarding Lead (DSL) will :

- Monitor discrimination-related safeguarding concerns
- Ensure bullying/peer-on-peer abuse is addressed

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- Ensure vulnerable learners are protected from harm linked to protected characteristics

9.0 Recruitment, Selection and Promotion

Recruitment and selection will be undertaken in accordance with the Nova Newcastle Ltd Safer Recruitment and Selection Policy and Procedure.

Individuals will be selected on the basis of their relevant merits and ability to perform the job following an open and transparent selection process

All vacant positions will be advertised internally and/or externally in the relevant media unless the following circumstances exist:

- Where a post is considered suitable for employees at risk, in accordance with the guidelines for redeployment
- Where a post is considered suitable for an existing employee who has become disabled or has a long-term medical condition which is confirmed by Occupational Health and, as a result of their disability or long term medical condition, is no longer able to carry out the principle duties of their present post.

Person specifications will only include relevant criteria that are required to perform the duties and responsibilities of the post. Where there is a genuine occupational requirement, which is justified, in accordance with provisions of the Equality Act 2010 e.g. relating to age, sex or race, specific reference will be made to this.

Where employees have needs (e.g. cultural, religious, disability, or gender based) which may require adjustments to existing workplace practice, consideration will be given to whether or not it is reasonably practicable to vary or adapt work requirements and/or practice to enable such needs to be met.

Candidates will be assessed only against clearly identified requirements for the job to avoid judgments on the basis of assumptions, prejudice or stereotypes as per the shortlisting process.

The Equality Act 2010 contains new provisions to allow positive action specifically in the process of recruitment and promotion, in limited circumstances.

Positive action is voluntary; there is no requirement for an employer to use either the general provisions or those relating to recruitment and promotion.

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Positive action provisions mean that it is not unlawful to recruit or promote a candidate who has a particular protected characteristic and who is of equal merit to another candidate, if the employer reasonably thinks:

- That participation in an activity by people who share a protected characteristic is disproportionately low: or
- That people with that characteristic suffer a disadvantage connected to that characteristic.

Positive action does not allow an employer to appoint a less suitable candidate just because that candidate has a protected characteristic that is underrepresented or disadvantaged.

Recruitment practice will align with Safer Recruitment in Education requirements, ensuring equality of opportunity while maintaining safeguarding standards for work with children.

10.0 Bullying and Harassment at Work (Dignity at Work)

Preventing and tackling inappropriate behaviour and conduct is essential to ensuring that equality, diversity and inclusion is well-managed and well-led and it is committed to continually working toward achieving a culture where bullying and harassment are out of place.

In an Alternative Provision setting, bullying, harassment and discriminatory behaviour may also occur between pupils. The organisation recognises that peer-on-peer abuse, protected characteristic bullying and online harassment are safeguarding concerns and will be responded to promptly, proportionately and in line with statutory guidance.

This includes (but is not limited to):

- Verbal or physical abuse between pupils
- Racist, homophobic, transphobic or disability-related bullying
- Sexual harassment or harmful sexual behaviour
- Online harassment, cyberbullying or abuse via social media and messaging platforms

Any such incidents will be managed through the Behaviour Policy, Anti-Bullying procedures and Child Protection and Safeguarding Policy.

Nova Newcastle Ltd Anti- Bullying and Harassment Policy and Sexual Harassment Prevention and Action Policy, outlines the procedure for handling such cases. These policies reinforce that bullying and harassment at work is unacceptable and that Nova Newcastle Ltd is committed to providing a working environment that is free from harassment, intimidation and all forms of behaviour, which are unacceptable and offensive.

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All managers have a responsibility to be familiar with the procedures outlined in the Anti-Bullying and Harassment and Sexual Harassment Prevention and Action Policy and should draw the policy to the attention of all existing employees and new employees.

Nova Newcastle Ltd will not discriminate unlawfully or otherwise, against those using its services, suppliers or its visitors.

Employees who are found to have discriminated against those using its services, suppliers or its visitors may be subject to formal disciplinary action, in accordance with Nova Newcastle Ltd Disciplinary Policy and Procedure.

Harassment related to gender identity, including deliberate misgendering, mocking, intrusive questioning, or exclusion, is considered a serious breach of policy and may result in disciplinary action. This applies equally to behaviour from staff, clients, or members of the public.

Bullying, harassment or discriminatory behaviour between pupils, or towards staff, will be treated as a safeguarding concern and managed in line with the Behaviour Policy, Anti-Bullying Policy and Child Protection procedures.

10.1 Peer-on-Peer Abuse and Protected Characteristic Bullying

The organisation will not tolerate bullying, harassment or abuse between pupils, particularly where linked to protected characteristics. Such behaviour is treated as a safeguarding matter and will be addressed through education, support, sanctions and referral where required.

11.0 Trans Inclusion in Practice

Nova Newcastle Ltd is committed to creating a safe, respectful, and inclusive environment for transgender, non-binary and gender-diverse staff and service users.

To this end:

- Trans employees have the right to be recognised and referred to by their affirmed name and pronouns.
- Trans employees' gender history is confidential and must never be disclosed without explicit consent.
- Managers must not make assumptions about a person's gender identity based on appearance or documentation.
- Where elderly or vulnerable service users express distress or confusion, safeguarding principles apply equally to both the employee and the service user. A respectful, proportionate approach must be taken.

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- Risk assessments may be used to manage complex cases, but must never be used to justify exclusion, harassment, or reassignment of staff due to their gender identity.
- The organisation will provide training and guidance to staff on inclusive language and supporting gender-diverse colleagues.

Where learners are exploring gender identity, staff will respond in an age-appropriate, safeguarding-led manner, working with parents/carers and external professionals as appropriate, and ensuring the child's welfare remains paramount.

12.0 Associated Documents

- Grievance Policy
- Contracts of Employment
- Anti-Bullying and Harassment Policy
- Dignity at Work Policy and Procedure
- Safer Recruitment Policy
- Organisational Change Policy
- Disciplinary Policy
- Sexual Harassment Prevention and Action Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Peer-on Peer Abuse Procedure
- SEND Policy

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APPENDIX 1: PROTECTED CHARACTERISTICS

Characteristics protected on the grounds of unlawful discrimination:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
(this applies in employment, but not fully under the Public Sector Equality Duty)
- Pregnancy and Maternity
- Race
(including colour, nationality, ethnic or national origins)
- Religion or Belief
(including lack of religion or belief)
- Sex
(male or female)
- Sexual Orientation

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APPENDIX 2: TYPES OF DISCRIMINATION

Types of discrimination, harassment and victimisation.

The Act sets out protections for individuals against direct and indirect discrimination, harassment and victimisation. These protections apply to all staff - permanent, temporary and contractors. It also covers volunteers (including advisory groups) and those involved in children, young people and service user involvement.

- **Direct discrimination**

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have, or because they associate with someone who has a protected characteristic.

- **Discrimination by association**

This is direct discrimination against someone because they associate with another person who possesses a protected characteristic. The Equality Act will protect carers from discrimination e.g., caring for a disabled child or relative at home.

- **Perception discrimination**

This is direct discrimination against an individual because others think they possess a protected characteristic. It applies even if the person does not actually possess that protected characteristic. However, this does not apply to pregnancy and maternity or marriage and civil partnership.

- **Indirect discrimination**

Indirect discrimination can occur when Nova Newcastle Ltd creates a rule, provision, criterion, policy or a practice that applies to everyone but particularly disadvantages people who share a protected characteristic. Indirect discrimination can potentially be justified if Nova Newcastle Ltd can show it acted reasonably in managing the business, i.e., that it is 'a proportionate means of achieving a legitimate aim'. A legitimate aim might be any lawful decision made in running the organisation, but if the sole justification for the condition, rule, provision, etc. is to reduce costs, it is unlikely to succeed as a defence to discriminatory conduct.

Being proportionate means Nova Newcastle Ltd must be fair and reasonable, including showing that it has looked at other alternatives to any condition, rule, provision etc. it makes. Pregnancy and maternity are not covered by indirect discrimination but policies and practices that would

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put pregnant women and new mothers at a disadvantage could constitute unlawful indirect sex discrimination.

Harassment

The Equality Act prohibits three types of harassment. These are:

- harassment related to a protected characteristic (age; disability; gender re-assignment; race; religion or belief; sex; sexual orientation);
- sexual harassment
- less favourable treatment of a worker because they submit to, or reject sexual harassment or harassment related to sex or gender reassignment.

Harassment is “unwanted conduct related to a protected characteristic (age; disability; gender reassignment; race; religion or belief; sex; sexual orientation) which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Employees can also complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant protected characteristic themselves.

Employees are also protected from harassment because of perception and association.

- **Third party harassment**

Under section 26 of the Equality Act 2010, Nova Newcastle Ltd are potentially liable for harassment of its employees by people (third parties) who are not employees of Nova Newcastle Ltd, such as customers or clients. Nova Newcastle Ltd is only potentially liable when harassment has occurred on at least two previous occasions, it is aware that it has taken place, and reasonable steps have not been taken to prevent the harassment from happening again. It does not matter whether the harassment has been carried out by the same third party on each occasion.

- **Victimisation**

Victimisation occurs when an employee is treated badly or has suffered a detriment because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint. There is no need for a victim to show that they have been less favourably treated than someone who has not made or supported a complaint under the Act. They need only show that they have

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been treated badly. This would include for example, isolating someone because he or she or they has/have made a complaint, or giving him or her or them more difficult work to do.

- **Unconscious bias**

Unconscious Bias refers to biases that influence our thoughts and behaviours without our awareness. These biases can influence our decision making automatically and are often triggered by our brain making quick judgments and assessments of people and situations, without all of the relevant information and instead are informed by our background, cultural environment and personal experiences.

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APPENDIX 3: TRANS INCLUSION CONSENT AND SUPPORT PLAN

Strictly Private and Confidential

Employee Details

| | |
|------------------------|--|
| **Employee Name** | |
| **Preferred Name** | |
| **Pronouns** | |
| **Role** | |
| **Date of Discussion** | |

1. Identity Preferences

Please confirm your preferences so we can update internal systems:

| | |
|------------------------------|--|
| Update to Payroll/HR Records | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Update Rota Name | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Use Title (Mr/Ms/Mx/None) | |

2. Client Visit Preferences

| | |
|---|--|
| Comfortable working with existing clients? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Case by case |
| Comfortable working with new clients? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Case by case |
| Would you like us to provide a soft introduction or reassurance to regular clients (without disclosing personal history)? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Case by case |

3. Support Measures (if any required)

| Support Option | Yes/No | Notes |
|---|--|-------|
| Shadowed/buddy visits | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Priority allocation to inclusive households | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Direct contact for concerns | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Other (please specify) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

4. Consent to Share Information (Internally Only)

I understand that this form will be stored securely in my confidential HR file. I give my consent for the above information to be used by [Company Name] solely for the purposes of safeguarding, rota planning, and supporting my transition. I understand I can update or revoke this consent at any time.

Employee Signature: _____

Date: _____

| | | | |
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Manager Signature: _____

Date: _____

| | | | |
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APPENDIX 4: Discriminatory Bullying and Peer-on-Peer Incident Reporting Form and Response Flowchart

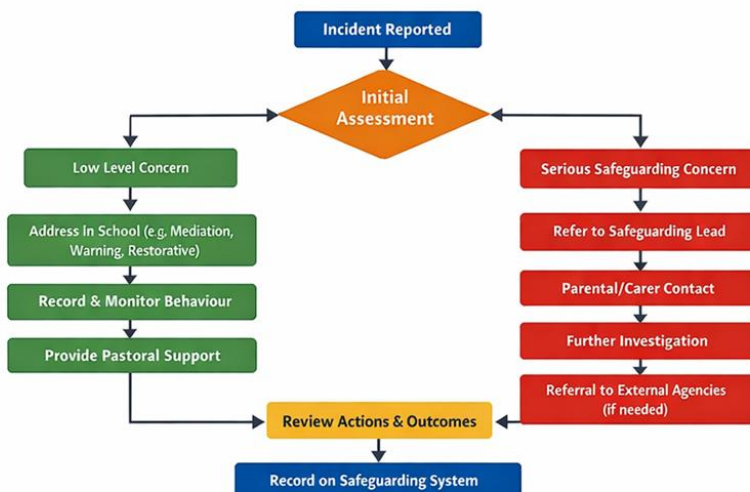
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Appendix: Discriminatory Bullying & Peer-on-Peer Incident Reporting Form and Response Flowchart

| Discriminatory Bullying & Peer-on-Peer Incident Reporting Form | |
|--|---|
| Date of Incident: _____ | Time: _____ |
| Location of Incident: _____ | |
| Name of Victim(s): _____ | |
| Name of Alleged Perpetrator(s): _____ | |
| Reported By: _____ | Role: _____ |
| Nature of Incident <i>(please tick all that apply)</i> : | |
| <input type="checkbox"/> Physical Abuse | <input type="checkbox"/> Peer Sexual Harassment |
| <input type="checkbox"/> Verbal Abuse | <input type="checkbox"/> Racist Sexual Harassment |
| <input type="checkbox"/> Online/Cyberbullying | <input type="checkbox"/> Homophobic/Transphobic Abuse |
| <input type="checkbox"/> Racist Abuse | <input type="checkbox"/> Disability-Related Abuse |
| Other <i>(please specify)</i> : _____ | |
| Description of Incident: _____ | |
| Details of Impact on Pupil(s): _____ | |
| Initial Action Taken: _____ | |
| Follow-Up Support/Intervention: _____ | |
| Name of Staff Completing Form: _____ | Signature: _____ Date: _____ |

Peer-on-Peer Incident Response Flowchart





APPENDIX 5: EQUALITY IMPACT ASSESSMENT

The organisation aims to design and implement policies and procedures that meet the diverse needs of our service and workforce, ensuring that none are placed at a disadvantage over others, in accordance with the Equality Act 2010. Consideration has been given to the impact this policy might have with regard to the individual protected characteristics of those to whom it applies.

In an Alternative Provision setting, consideration must also be given to the impact of policies and practice on **children and young people**, many of whom may be vulnerable learners, have SEND, experience trauma, or be at increased risk of exclusion or discrimination.

Consideration has been given to the impact this policy might have with regard to the individual protected characteristics of those to whom it applies, including both **staff and pupils/learners**, parents/carers, and wider stakeholders.

| Ref # | Question | Yes | Comments |
|----------|--|-----------|----------|
| | | No | |
| | | N/A | |
| 1 | Does the document/guidance affect one group less or more favourably than another on the basis of: | No | |
| | Age | No | |
| | Race/Ethnic origins (including Gypsy, Roma and Traveller) | No | |
| | Sex (man or woman) | No | |
| | Gender Reassignment | No | |
| | Pregnancy/Maternity | No | |
| | Religion or Belief | No | |

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| | | | |
|----|--|-----|--|
| | Sexual orientation including lesbian, gay and bisexual people | No | |
| | Marriage/Civil Partnership | No | |
| | Disability - learning disabilities, physical disability, sensory impairment and mental health problems | No | |
| | Carers | No | |
| 2 | Is there any evidence that some groups are affected differently? | No | |
| 3 | If you have identified potential discrimination, are there any exceptions valid, legal and/or justifiable? | No | |
| 4 | Is the impact of the document/guidance likely to be negative? | No | |
| 5 | If so, can the impact be avoided? | N/A | |
| 6 | What alternative is there to achieving the document/guidance without the impact? | N/A | |
| 7 | Can we reduce the impact by taking different action? | N/A | |
| 8 | Does this policy impact pupils with SEND, SEMH needs or Education, Health and Care Plans (EHCPs)? | No | |
| 9 | Could this policy lead to disproportionate behaviour sanctions, exclusions or barriers to reintegration for any protected group? | No | |
| 10 | Does this policy ensure reasonable adjustments are made so disabled pupils and staff can access education, support and services fairly? | Yes | |
| 11 | Does this policy promote inclusion and belonging for pupils who may experience | Yes | |



| | | | |
|-----------|---|------------|--|
| | discrimination, bullying or peer-on-peer abuse linked to protected characteristics? | | |
| 12 | Does this policy support safeguarding duties, including protection from discriminatory bullying, online harassment and peer-on-peer abuse? | Yes | |
| 13 | Are there any barriers for parents/carers from diverse backgrounds (e.g., language, culture, disability) in accessing information or engaging with the organisation? | No | |
| 14 | Does this policy promote equality of opportunity in curriculum access, support planning and learner voice? | Yes | |
| 15 | Have pupils' individual vulnerabilities been considered, including those who are Looked After, Previously Looked After, or known to social care? | Yes | |

For advice in respect of answering the above questions, or if a potential discriminatory impact has been identified, please contact the Designated Safeguarding Lead (DSL) or Equality and Diversity Lead.

| Names and Organisation of Individuals who carried out the Assessment: Please give contact details. | Date of the Assessment |
|---|-------------------------------|
| Name & Job Title: Rhea Marwaha, Director | 15.04.2026 |



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