

## Equality, Equity, Diversity, and inclusion Policy (Pupils)

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# Equality, Equity, Diversity, and inclusion Policy (Pupils)

## 1. Introduction

- 1.1. The Corinium Education Trust (the Trust) is an ambitious and inclusive family of schools.
- 1.2. We aim to transform lives and strengthen communities:
  - We put children and young people first;
  - We inspire a lifelong love of learning and fellowship;
  - We challenge everyone to achieve more than we all first think is possible.
- 1.3. We act with courage and kindness.
- 1.4. The Trust's overall values are underpinned by our statutory duties under the Equality Act 2010.
- 1.5. We aim to meet our obligations under the Public Sector Equality Duty by having due regard to the need to:
  - Eliminate discrimination 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 characteristics – between people who share a protected characteristic and people who do not share it;
  - Promote mental health and wellbeing.
- 1.6. This policy provides a clear framework for how the Trust and our schools will achieve our aims.
- 1.7. The Corinium Education Trust's Equality Objectives are set in our Equality Statement and Objectives and in Appendix A. Our core equality objectives are set out below:
  - **Culture:** To eliminate all forms of prejudice and discrimination and promote a culture of understanding, acceptance and positive action;
  - **Curriculum:** To ensure inclusion is a strong and consistent thread that runs through all activities;
  - **Outcomes:** To systematically plan to improve our understanding and promotion of diversity to help us raise standards and advance equality of opportunity.
- 1.8. To achieve these objectives, the Trust's and our schools' plan adopts the following methods:
  - Embedding equality within teaching and resources;
  - Using key data indicators to understand the needs and characteristics of our schools;
  - Promoting community cohesion;
  - Promoting parental engagement;
  - Investing in regular staff training;
  - Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics;
  - Regularly reviewing our policy to ensure it reflects current trends and issues.

## 2. Legal framework

- 2.1. This policy has due regard to all relevant legislation including, but not limited to, the following:
  - Human Rights Act 1998
  - The Equality Act 2010
  - UK General Data Protection Regulation (UK GDPR)
  - Data Protection Act 2018

- 2.2. This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:
- 'The Equality Act and schools' DfE (2014)
  - 'Promoting the education of looked after children and previously looked after children' DfE (2018)
  - 'Gender separation in mixed schools' DfE (2018)
  - 'Equality Act 2010: advice for schools' DfE (2018)
  - 'Mental health and wellbeing provision in schools' DfE (2018)
- 2.3. This policy operates in conjunction with the following Trust and school policies:
- Admissions Policies;
  - Attendance Policy;
  - Behaviour and Anti-bullying Policies;
  - Concerns and Complaints Policy and Procedure;
  - Equality, Equity, Diversity and Inclusion Policy (Staff);
  - Equality Information and Objectives Statement, Policy and Plan;
  - Relationships, Sex and Health Education Statement and Policies;
  - Safeguarding Statement and Policies;
  - School Uniform Policies;
  - Special Educational Needs and Disabilities (SEND) Statement and policies;
  - Supporting Pupils with Medical Conditions Policy.

### **3. Public Sector Equality Duty**

- 3.1. The Trust will meet our duty to publish:
- Annual information to demonstrate how the Trust and our schools are complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in Section 5 (of this policy);
  - Our Equality Objectives (at least every four years) outlining how the Trust and our schools may further equality.
- 3.2. The Trust recognises that there are some protected characteristics where statistical data is less likely to be readily available. Pupils will not be pressured into providing information related to any characteristic with which they may identify.

### **4. Roles and responsibilities**

- 4.1. The Trust's Board of Trustees is responsible for:
- Ensuring the Trust and all of our schools comply with the appropriate equality legislation and regulations;
  - Taking all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
    - Admissions;
    - The way the Trust and our schools provide education for pupils;
    - How pupils are provided with access to benefits, facilities and services;
    - The exclusion of pupils or subjecting them to any other detriment.
  - Ensuring all policies are developed and implemented with appropriate equality impact assessments informing any future plans, in collaboration with the Trust Lead (CEO) and Headteachers.
- 4.2. The Trust Lead (CEO) and Headteachers are responsible for:
- Implementing and championing this policy, ensuring that all staff and pupils across the Trust apply its guidelines fairly in all situations;
  - Conducting regular training sessions to ensure all members of staff across the Trust are aware of their responsibilities, as well as to develop their skills and knowledge;

- Reviewing and amending this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures;
- Ensuring that appropriate counselling is made available for pupils who require immediate interventions, parental assistance, and personal counselling.

4.3. Staff across the Trust are responsible for:

- Being alert to the possible harassment of pupils, both inside and outside of our schools;
- Dealing with incidents of harassment and/or discrimination as the highest priority;
- Carrying out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles;
- Having due regard to the sensitivities of all pupils, and not providing material that may cause offence;
- Acting as role models for equality, diversity, and inclusion in their schools and across the Trust and wider community.

## **5. Protected characteristics**

5.1. The Trust's staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex;
- Race;
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health;
- Religion or belief;
- Sexual orientation;
- Gender reassignment; or
- Pregnancy or maternity.

5.2. Staff in our schools will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

5.3. Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

## **6. Sex**

6.1. For this policy, 'sex' refers a pupil's biological assignment at birth depending on their reproductive organs.

6.2. The Trust understands that some pupils identify as a gender different from the sex they were assigned at birth, and our schools will support pupils through their transitioning phases.

6.3. Staff will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

6.4. Schools in the Trust will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex;
- One sex has needs that are different from the needs of the other sex;
- Participation in an activity by pupils of one sex is disproportionately low.

6.5. Schools in the Trust will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

- 6.6. Pupils will be offered equal opportunities to undertake any activity in the Trust's schools, e.g. in relation to technology lessons, all pupils will be allowed to choose which skills they learn.
- 6.7. There may be occasions where schools in the Trust deem it necessary to teach some subjects in single-sex classes, but staff will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single-sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with.
- 6.8. Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and number of resources.

## **7. Race and ethnicity**

- 7.1. The Trust's staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils. Schools in the Trust will regularly review their practices to ensure that they are fair.
- 7.2. Across the Trust staff will ensure pupils with EAL are treated equally and fairly, while ensuring they are always supported.
- 7.3. Schools in the Trust will not segregate pupils based on their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.
- 7.4. Schools in the Trust may, however, take positive action, e.g. organising open days for pupils and families of a specific race that is under-represented, to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

## **8. Disability**

- 8.1. The Trust's staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue. We regularly review our schools' practices to ensure they are fair.
- 8.2. The Trust will ensure our schools avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- 8.3. The Trust's staff will ensure that they do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- 8.4. Schools in the Trust will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have an Education Health and Care Plan.

- 8.5. The Trust works with our schools to meet our duty to undertake accessibility planning for pupils with disabilities and ensure that Accessibility Plans are implemented and reviewed where necessary.
- 8.6. The Trust will adhere to our Special Educational Needs and Disabilities (SEND) Statement and our schools will act in line with their Special Education Needs and Disabilities Policies and the SEND Code of Practice. These policies contain further information addressing equal opportunities for pupils with SEND.

## **9. Religion and belief**

- 9.1. The Trust's staff will ensure that pupils are not singled out or treated less favourably because of their religion or belief.
- 9.2. The Trust's schools will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.
- 9.3. Absences in relation to religious observances will be handled in accordance with the Trust's Attendance Policy.
- 9.4. Schools in the Trust will liaise with local religious leaders of all faiths to inform the amount of authorised leave pupils will be granted in relation to religious observance.

## **10. Sexual orientation**

- 10.1. The Trust's staff will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity. They will ensure that all gay, lesbian, bisexual, transgender or queer pupils, or the children of gay, lesbian, bisexual, transgender or queer parents, are not singled out for different or less favourable treatment from that given to other pupils.
- 10.2. The Trust and our schools will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in Personal, Social and Health Education (PSHE) lessons.
- 10.3. The Trust's schools will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. Relationships, Sex and Health Education lessons will be taught as a part of our PSHE curricula in accordance with the Trust's Relationships, Sex and Health Education Statement and our schools' policies. These reflect the Department of Education Guidance and the National Curriculum.
- 10.4. Across the Trust staff will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.
- 10.5. The Trust's schools will ensure that there is a designated safe space where pupils can discuss issues of sexual orientation without fear of discrimination.

## **11. Gender reassignment**

- 11.1. All schools within The Trust will support trans pupils, parents and carers to feel comfortable and ensure they can celebrate their identity.
- 11.2. The Trust staff will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. The Trust and our schools recognise that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

- 11.3. Pupils will have the right to dress in accordance with their gender identity within the constraints of our dress code, outlined in their school's Uniform Policy.
- 11.4. Schools within the Trust will ensure that there are suitable toilet and changing facilities for pupils to use, including:
  - Gender-specific toilets and changing facilities;
  - Private changing facilities.
- 11.5. Facilities will be made available to all pupils and pupils can use the facility they feel most comfortable in, e.g. if a trans pupil wished to use a private changing room.
- 11.6. The Trust's schools will ensure that there are designated safe spaces within each school where trans pupils can discuss issues of gender without fear of discrimination.
- 11.7. The Trust and our schools will abide by our LGBTQ+ Policy. This contains further information addressing equal opportunities for trans pupils.

## **12. Pregnancy and maternity**

- 12.1. All schools in the Trust will ensure that pupils are not singled out or treated less favourably because they become pregnant, have recently given birth, have children or are breastfeeding.
- 12.2. Schools will make reasonable adjustments to accommodate absence requests for the treatment and support of pupils who are pregnant or have just given birth.
- 12.3. To ensure all school-age parents and pregnant pupils are properly supported and schools can fulfil their duty of care the Trust will implement and monitor a Supporting Pregnant Pupils and School Age Parents Policy.

## **13. Looked after children**

- 13.1. Staff across the Trust will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.
- 13.2. Looked after children (LAC) and previously Looked after children (PLAC) will be given the highest priority for admissions, as per the requirements of the Trust's Admissions Statements and our schools' Admission Policies.
- 13.3. A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind. Staff will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without an Education, Health and Care Plan.
- 13.4. The Trust and our schools will adhere to our Looked After Children Policy. This contains further information addressing equal opportunities for looked after children.

## **14. Curriculum**

- 14.1. Across the Trust pupils will be exposed to thoughts and ideas of all kinds, and our school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have. Our schools will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

- 14.2. To ensure equality, diversity and acceptance are taught and promoted throughout each subject area, schools within the Trust will:
- Create environments and learning experiences in which all pupils feel they belong;
  - Identify and plan to overcome barriers that prevent pupils from diverse backgrounds from learning;
  - Provide opportunities for pupils to work with diverse and mixed groups.
  - Provide opportunities for pupils to relate content and learning methods to their own experiences;
  - Use inclusive language and counter-stereotypical language and avoid sexist, racist, homophobic etc. Language/humour;
  - Review resources and consider appropriateness of images and text in planning sequences of learning;
  - Provide course content that covers contributions by people from multiple cultures, multiple perspectives and theoretical standpoints;
  - Integrate themes of equality, diversity and cultural relativity into material and activities, relating these to real world scenarios;
  - Facilitate and encourage discussion of stereotypes, cultures and difference in lessons;
  - Recognise and handle tension, strong emotions and/or controversy, acting sensitively to pupils' feelings and beliefs;
  - Recognise and manage potential and actual power differentials (e.g. between genders, races, classes etc.).
- 14.3. The observation of inclusive teaching strategies will remain a key aspect of the Trust's programme of monitoring and on-going cycle of self-evaluation.
- 14.4. The Trust and our schools respect the right of parents to withdraw their children from sex education.

## **15. Promoting inclusion**

- 15.1. The Trust and our schools will promote inclusion and equality at our school by:
- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation;
  - Ensuring, as far as possible, that our Trustee Board, local governing bodies (LGBs) and staff reflect the full diversity of our local community;
  - Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged;
  - Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated;
  - Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences;
  - Ensuring equal access to opportunities, such as extracurricular activities and the curriculum;
  - Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society;
  - Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have;
  - Communicating our policy to parents to gain their understanding, agreement and support for its provisions;
  - Discussing equality issues as an agenda item for the school council;
  - Promoting equality of opportunity within the wider society;
  - Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

## **16. Pupils who have left school**

- 16.1. The Trust's and our schools' responsibility to not discriminate, harass or victimise does not end when pupils leave school. We will continue to apply this policy regarding subsequent actions related to our previous relationship with the pupil, such as the provision of references.

## **17. Bullying and discrimination**

- 17.1. Our schools' Anti-bullying Policies will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.
- 17.2. Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process set out in the Trust's Safeguarding Statement and our schools' Safeguarding Policies. Our Designated Safeguarding Leads (DSLs) or Headteachers will decide whether it is appropriate to notify social services and/or the police of any incident.
- 17.3. Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Trust's Concerns and Complaints Policy.

## **18. Staff training**

- 18.1. The Trust will ensure new staff receive all relevant training on the provisions of this policy during their induction.
- 18.2. Whole-school staff training will be delivered in-house on an annual basis. Training will be proactive, but where appropriate training may be commissioned to address a specific area. Some staff training sessions will be facilitated by specialists from other agencies working in this field such as SARI (Stand Against Racism and Inequality) or online through Educare or The National College.
- 18.3. Across the Trust staff will receive appropriate and up to date equalities training that will:
- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion;
  - Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations;
  - Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics;
  - Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics;
  - Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics;
  - Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic;
  - Ensure that our schools are aware of, and participate in, relevant awareness days, such as Black History Month, World Disability Day, Transgender Day of Remembrance, Pride, and International Women's Day.

## **19. Monitoring and review**

- 19.1. This Equality, Equity, Diversity, and Inclusion Policy (Pupils) will be published on the Trust's website and our individual school's websites.
- 19.2. This Equality, Equity, Diversity, and Inclusion Policy will be reviewed annually. This will take account of the impact of the policy on ensuring that equality and diversity is promoted across the Trust and our pupils are not subject to, and do not commit, unlawful acts of discrimination. The Trust will listen to stakeholders, including pupils, to understand their lived experiences, inform planning and bring about further improvements.

- 19.3. The Trust's review and monitoring will respond to any updated guidance from the Department for Education. At every review the policy will be approved by the Trust's Board of Trustees and shared with our schools' local governing bodies.
- 19.4. The Trust will consult on its Equality Objectives every four years in line with the legislation and guidance.

## Appendix A: Equality Statement (Summary)

As an ambitious and inclusive family of schools, we welcome our duties under the Equality Act 2010.

We consider all individuals when carrying out our day to day work and we have to due regard to the need to:

1. **Eliminate unlawful discrimination**, harassment and victimisation and other conduct prohibited by the Act;
2. **Advance equality of opportunity** between people who share a protected characteristic and those who do not;
3. **Foster good relations** between different people who share a protected characteristic and those who do not.

These direct actions are reflected in our ethos and inform our behaviours and decision making. They influence how we act as employers, how we develop, evaluate and review policy; how we design, deliver and evaluate services, and how we commission and procure from others.

We will not discriminate against, harass, or victimise any pupil, prospective pupil, or member of staff or any other member of our wider learning community because of their:

• Age	• Disabilities, including mental and physical impairment	• Gender identity and/or reassignment
• Marriage or civil partnership	• Pregnancy and maternity	• Race, including colour, nationality, and ethnic or national origin
• Religion and belief	• Sex	• Sexual orientation

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on advancing equality and diversity, and fostering good relationships to eradicate prejudicial incidents affecting pupils and staff.

We are not only committed to eliminating discrimination, but also to increasing our understanding and appreciation of diversity.

Our specific duty to publish relevant, proportionate information showing compliance with the Equality Duty, is summarised in this Equality Statement and our Equality Objectives and further reflected in our suite of policies:

- Equality information and objectives policy
- Equality, equity, diversity and inclusion policy (staff)
- Equality, equity, diversity and inclusion policy (pupils)

## Appendix B: Equality Objectives (Expanded)

Equality objectives:	Why we have chosen these objectives:	To achieve these objectives we will:
<p><b>1. Culture:</b> To eliminate all forms of prejudice and discrimination and promote a culture of understanding, acceptance and positive action.</p>	<p>The Equality Act 2010 introduced a single Public Sector Equality Duty which requires all schools to have due regard to the need to:</p> <ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination;</li> <li>• Advance equality of opportunity;</li> <li>• Foster good relations.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that staff and governors are aware of current legislation surrounding equality, diversity and inclusion, and fully understand and share our collective responsibility;</li> <li>• Facilitate and engage in training to further improve our knowledge, deepen our understanding of anti-discriminatory practice and challenge group think etc;</li> <li>• Challenge discrimination and disadvantage and call out the use of homophobic, misogynistic, sexist and racist language and behaviour;</li> <li>• Develop a rigorous anti-bullying policy and sharpen practice so that all pupils and staff are protected from harassment and discrimination of all kinds. This, and our behaviour for learning policies, will outline how we respond to any use discriminatory or otherwise offensive language;</li> <li>• Develop a Trust-wide approach to mental health and promote pupil and staff wellbeing;</li> <li>• Improve accessibility across the Trust for pupils, staff and visitors with disabilities, including access to specialist teaching areas;</li> <li>• Improve, by reference to protected characteristics, the recruitment, retention, progression, career development and experience of all employees, so that staff performance is further enhanced, staff satisfaction increases and the staff team reflects the wider diversity in society.</li> </ul>
<p><b>2. Curriculum:</b> To ensure inclusion is a strong and consistent thread that runs through all activities.</p>	<p>We are an ambitious and inclusive family of schools. All schools are required as 'part of a broad and balanced curriculum to promote the spiritual, moral, cultural, mental and physical development of pupils and society.'</p>	<ul style="list-style-type: none"> <li>• Develop and implement broad, balanced and ambitious curricula which represent a diverse culture and society and encourage tolerance and respect;</li> <li>• Train staff to deliver and educate pupils through our schools' curricula and provide support so that they understand and respect other people's views and beliefs;</li> <li>• Reinforce and promote equality implicitly across our schools' curricula and explicitly through PSHE, RE and enrichment activities, in addition to specific programmes and assemblies that focus on protected characteristics;</li> <li>• Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities which challenge perceptions, eliminate discrimination and raise aspirations;</li> <li>• Prepare our pupils for life in modern Britain and equip them with the skills to enable them to make positive contributions to the diverse communities in which they live, learn and work.</li> </ul>
<p><b>3. Outcomes:</b> To systematically plan to improve our understanding and promotion of diversity to help us raise standards and advance equality of opportunity.</p>	<p>Proportion of boys and girls relatively equal; more boys at Kemble and Siddington. Pupil Premium 19% overall, but 25% and 39% at Chesterton and Siddington respectively SEND 17% overall, but 23% and 26% at Chesterton and Siddington respectively</p>	<ul style="list-style-type: none"> <li>• Maximise the attendance, attainment, and inclusion of pupils vulnerable to disadvantage, including those with special educational needs and protected characteristics;</li> <li>• Close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners;</li> <li>• Demonstrate high expectations, establish consistent routines and protocols;</li> <li>• Deliver our ambitious, knowledge-rich curriculum for all (see 2 above);</li> <li>• Maintain our Trust-wide focus on literary;</li> <li>• Share an unwavering focus on improving outcomes and overcoming the barriers to achieving them;</li> <li>• Ensure all teaching is good or better (see Trust commitment);</li> <li>• Use the Pupil Premium and National Tutoring Programme to provide high quality and effective support to close identified gaps (see Trust 'Parent Pledge');</li> <li>• Provide an enjoyable, inspiring and safe environment in which all our children can experience an excellent education free from harm, flourish and achieve.</li> </ul>

## Document History

<b>Creation Date</b>	March 2023 (replaces individual school policies)
<b>CET Lead</b>	Trust Lead (CEO) in consultation with Headteachers
<b>Approved by</b>	Trustees
<b>Review frequency</b>	Annual

Review date	Significant amendments	Made by	Next review
Mar 2023	<p>New MAT-wide policy as a part of a suite of policies related to equality, diversity and inclusion following EDI training at Governance Seminar in June 2022.</p> <p>Reviewed and developed through discussion following a couple of incidents (primary and secondary) in 2021-22 in which pupils were unkind.</p> <p>Review of individual school's and comparative MAT policies.</p> <p>Based on exemplar template from The School Bus (Updated 2022)</p>	CXH	Mar 2024