



Equality, Equity, Diversity, and Inclusion Policy (Staff)

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Equality, Equity, Diversity, and Inclusion Policy (Staff)

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 welcomes its 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 B. 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. The Trust is committed to promoting equality of opportunity for all staff and job applicants.
- 1.9. Across our schools we create an inclusive environment in which all individuals can make the best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We are committed to supporting our staff and applicants to be their authentic selves in the workplace without judgement and ensuring that diverse communities are celebrated.
- 1.10. The Trust recognises that by valuing and promoting equality and diversity for all employees and job applicants and avoiding unlawful discrimination in employment and delivery of services, the Trust will be able to deliver an excellent education for the young people in our schools.
- 1.11. The Trust believes it is our collective and shared duty to ensure our workforce reflects the diverse nature of both the communities we serve, and wider society.

- 1.12. The Trust does not discriminate against staff based on age, disability, gender identity and/or reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic origin, religion or belief, sex, or sexual orientation (the protected characteristics), amended in line with the Equality Act 2010.
- 1.13. The Trust is also mindful of intersecting identities across our schools, and we will work with our wider communities to better understand the experience of multiple minority identities for individuals.
- 1.14. The Trust is committed to building a diverse learning community across our schools, that nurtures and develops talent for all, in an inclusive environment, so that it is attractive to people from all backgrounds. We value diversity and recognise the varied contributions that a diverse workforce brings to an organisation. We are committed to drawing on different perspectives and experiences of individuals. This will add real value to what we do and will better enable us to deliver our vision.

2. Scope and purpose

- 2.1. This policy covers all individuals, working at all levels, in the Trust, including all employed staff (full-time, part-time and fixed term), Trustees, Governors, consultants, contractors, trainees, volunteers, casual workers and agency staff (collectively referred to as staff in this policy).
- 2.2. This policy applies to all aspects of the employment relationship and covers job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures and termination of employment. It also applies to former staff, for example in the provision of employment references.
- 2.3. The purpose of this policy is to set out how we will put our commitment into action and comply with the law, to ensure that equality and diversity is promoted across the Trust and our staff are not subject to, and do not commit, unlawful acts of discrimination.
- 2.4. All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status. The principles of non-discrimination and equality of opportunity also apply to the way in which staff treat pupils, parents, governors, third party organisations and former staff members.
- 2.5. This policy does not form part of any employee's contract of employment and may be amended at any time.

3. Legal framework

- 3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to the following:
 - Protection from Harassment Act 1997
 - Human Rights Act 1998
 - The UK General Data Protection Regulation (KU GDPR)
 - Data Protection Act 2018

- 3.2. 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.
- 3.3. This policy is also based on Department for Education (DfE) guidance: 'The Equality Act 2010 and Schools' and complies with The Corinium Education Trust's funding agreement and our articles of association.
- 3.4. This policy operates in conjunction with the following Trust policies:
- Accessibility statement;
 - Appraisal and capability policy;
 - Equality, Equity, Diversity and Inclusion Policy (Pupils);
 - Equality Information and Objectives Statement, Policy and Plan;
 - Flexible working policy;
 - Grievance policy;
 - Redundancy policy;
 - Safer recruitment policy;
 - Staff Code of Conduct;
 - Staff disciplinary policy.

4. Equality Objectives

- 4.1. As a public body The Corinium Education Trust complies with The Equality Act (2010), which protects individuals against direct and indirect discrimination, harassment and victimisation based on the nine protected characteristics. These are:
- age
 - physical and mental disabilities
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation
- 4.2. The Equality Act (2010) consolidates and replaces all previous equalities legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

5. Principles underlying this policy

- 5.1. In accordance with this policy, The Corinium Education Trust commits to:
- Creating a working environment free from bullying, harassment, victimisation and unlawful discrimination, where individual differences and the contributions of all staff are recognised and valued;
 - Promoting dignity and respect for all;
 - Training leaders, managers and all other employees about their rights and responsibilities under this policy.

- 5.2. This policy applies to all aspects of the Trust's relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.
- 5.3. Instances of bullying, harassment, victimisation and unlawful discrimination will be dealt with as misconduct, in line with the Trust's Grievance Policy and/or Staff Disciplinary Policy and Procedure, and appropriate action will be taken. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice.
- 5.4. Sexual harassment may amount to both an employment rights matter and a criminal matter such as in sexual assault allegations. Harassment under the Protection from Harassment Act 1997 – which is not limited to circumstances where harassment relates to a protected characteristic – is a criminal offence.

6. Roles and responsibilities

- 6.1. The Corinium Education Trust's Board of Trustees, along with the Trust Lead (CEO), are responsible for:
- Ensuring the effective operation of this policy;
 - Ensuring compliance with discrimination law;
 - Monitoring the composition of the workforce regarding information such as age, sex, ethnic background, sexual orientation, religion or belief, and disability;
 - Monitoring how the composition of the workforce encourages equality, equity, diversity and inclusion, and meets the aims and commitments set out in this policy;
 - Assessing how this policy, and any supporting action plans, are working in practice, reviewing them annually, and considering and taking action to address any issues;
 - Reviewing this policy in line with legislation and the Trust's and our schools' needs.
- 6.2. The Trust Lead (CEO), and other members of the Trust's executive team are responsible for:
- Setting an appropriate standard of behaviour and leading by example;
 - Ensuring that those they manage adhere to this policy and promote the Trust's aims and objectives with regard to equal opportunities;
 - Organising equal opportunities training, including for those involved in management and recruitment;
 - Taking appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities, in line with the Trust's Flexible Working Policy;
 - Making opportunities for training, development and progress available to all staff;
 - Ensuring staff are helped and encouraged to develop their full potential, so their talents and resources can be fully utilised to maximise the efficiency of the Trust;
 - Making staff progression decisions based on merit (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act 2010);
 - Reviewing employment practices and procedures where necessary to ensure fairness;
 - Updating employment practices and procedures, and this policy, to take account of changes in the law.
- 6.3. The Trust's Headteachers are responsible for the day-to-day operation of this policy in their schools.
- 6.4. All leaders and line managers within the Trust must:
- set and model an appropriate standard of behaviour;
 - lead by example;
 - ensure that those they manage adhere to this policy;
 - promote our vision, values and objectives with regard to equal opportunities.

- 6.5. All those responsible for leadership and governance across the Trust will be given appropriate training on equal opportunities awareness, recruitment and selection best practice.
- 6.6. All staff across the Trust have a duty to act in accordance with this policy and not to discriminate against or harass others, treating them with dignity at all times. They should also apply this to how they treat members of the public in the provision of services and should support the Trust in meeting our commitment to provide equal opportunities for all and promoting diversity in the workplace.
- 6.7. All staff are responsible for:
- Conducting themselves to help their school and the Trust provide equal opportunities in employment, and prevent bullying, harassment, victimisation and unlawful discrimination;
 - Understanding that they, as well as their employer, can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against their colleagues, customers, suppliers, visitors and the public;
 - Taking seriously complaints of bullying, harassment, victimisation and unlawful discrimination by their colleagues, customers, suppliers, visitors, the public and any others in the course of their schools and the Education Trust's work activities.
- 6.8. The Trust provides opportunities for staff voice, both through consultation, surveys, collaborative discussion and line management meetings, with the intention to improve the experience and representation of all staff.
- 6.9. Once the number of employees exceeds 250, in line with legislation, The Trust will produce a gender pay gap report annually. This will be published on The Corinium Education Trust's website.

7. Forms of discrimination

- 7.1. The Corinium Education Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 7.2. Discrimination by or against any member of staff is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and can occur intentionally or unintentionally.
- 7.3. **Direct discrimination** occurs where someone is treated less favourably because of one or more of the protected characteristics as set out above. In limited circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is a genuine occupational requirement. The occupational requirement must be crucial to the post and a proportionate means of achieving a legitimate aim. It will only be in exceptional circumstances that this will apply in the Trust. An example of this may be advertising for a female teacher of PE and this may be necessary for monitoring of the changing rooms.
- 7.4. **Indirect discrimination** occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. Such a requirement will need to be objectively justified.
- 7.5. **Harassment** related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

- 7.6. **Victimisation** is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment or supported someone else's complaint.

8. Recruitment

- 8.1. The Corinium Education Trust aims to ensure that no job applicant suffers discrimination because of any of the protected characteristics.
- 8.2. The Trust's recruitment procedures are reviewed regularly to ensure that individuals are treated on the basis of their relevant skills and abilities.
- 8.3. Job selection criteria, including person specifications, are regularly reviewed when needed to ensure that they are relevant to the job and are not disproportionate.
- 8.4. Short listing of applicants will be done by more than one person wherever possible.
- 8.5. All aspects of the selection process are objectively considered, and decisions are made based on clear criteria in the person specifications.
- 8.6. Job advertisements will avoid stereotyping or using wording that may discourage groups with a particular protected characteristic from applying.
- 8.7. The Trust and our schools will take reasonable steps to ensure that our vacancies are advertised to a wide and diverse labour market.
- 8.8. The Trust will not ask applicants about health or disability before a job offer is made, other than where it is necessary to:
- establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments);
 - establish if any reasonable adjustments need to be made to enable an applicant to have a fair interview or assessment;
 - carry out equal opportunities monitoring (which will not form part of the decision-making process).
- 8.9. Applicants will not be asked about past or current pregnancy or future intentions related to pregnancy.
- 8.10. Applicants will not be asked about matters concerning age, race, religion or belief, sexual orientation or gender reassignment.
- 8.11. The Trust's recruitment and selection process is designed to make everyone feel welcome and comfortable. The Trust Lead (CEO) ensures leaders adopt a values-based approach to interviews.
- 8.12. The Trust takes care to ensure all applicants are offered feedback on how they did not meet the criteria for appointment.
- 8.13. The Trust is required by law to ensure that all staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance, name, or apparent nationality.
- 8.14. All prospective staff, regardless of nationality, must be able to produce original specified documents before employment starts to satisfy current immigration legislation.

- 8.15. To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in our organisation, The Trust will monitor applicants' ethnicity, gender, disability, sexual orientation, religion, and age as part of the recruitment procedure. Provision of this information will be voluntary and will not adversely affect an applicant's chances of recruitment or any other decision related to their employment. The information will be removed from applications before the shortlisting process and will be kept in an anonymised format solely for the purposes stated in this policy. Analysing this data helps the Trust take appropriate steps to avoid discrimination and improve equality and diversity.

9. Staff training, promotion and conditions of service

- 9.1. The Corinium Education Trust will identify staff training needs through the appraisal process and through discussion with line managers.
- 9.2. Pay progression will be based on experience and meeting the relevant standards for the post. This is explained in detail in the Trust's Pay Policy.
- 9.3. All staff will be given appropriate access to training to enable them to progress within the Trust and all promotion decisions will be made based on merit.
- 9.4. The Trust will adopt good practice in terms of data collection and use this data to monitor and measure the attraction, recruitment, retention, and progression of staff.
- 9.5. Workforce composition and promotions will be regularly monitored to ensure equality of opportunity at all levels of the Trust. Where appropriate, steps will be taken to identify and remove unjustified barriers and to meet the needs of disadvantaged or underrepresented groups.
- 9.6. The Trust's conditions of service, benefits and facilities are reviewed regularly to ensure that they are appropriate for all staff. The Trust provides free access to an independent and confidential Employee Assistance Programme for all staff.

10. Termination of employment

- 10.1. The Corinium Education Trust will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.
- 10.2. The Trust will also ensure that disciplinary procedures and sanctions are applied without discrimination, whether they result in disciplinary warnings, dismissal, or any other disciplinary action, in line with The Trust's Staff Disciplinary Policy.

11. Disability discrimination

- 11.1. The Corinium Education Trust encourages any member of staff who is disabled, or becomes disabled, to advise their line manager within the Trust about their condition so that appropriate support can be put in place.
- 11.2. If any member of staff experiences difficulties at work within The Trust because of their physical or mental disabilities, they should contact their line manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty.
- 11.3. The Trust may wish to consult with the member of staff and a medical professional about possible adjustments or may recommend a referral to Occupational Health for further guidance. The Trust will consider the matter carefully and try to accommodate an individual's needs within reason.

- 11.4. If the Trust considers a particular adjustment would not be reasonable, The Trust will explain our reasons and try to find an alternative solution where possible.
- 11.5. The Trust will monitor the physical features of all its premises to consider whether they place disabled staff or job applicants at a substantial disadvantage compared to others. Where reasonable, the Trust will take steps to improve access for staff who have a disability.

12. Breaches of this policy

- 12.1. If a member of staff believes that they may have been discriminated against, they will be encouraged to raise the matter through The Corinium Education Trust's Grievance Policy. If they believe that they may have been subject to harassment, they will be encouraged to raise the matter with their line manager and/or Headteacher.
- 12.2. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under the Trust's Disciplinary Policy.
- 12.3. Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The Trust takes a strict approach to serious breaches of this policy.

13. Monitoring and review

- 13.1. This policy will be published on The Corinium Education Trust's website and our individual school's websites.
- 13.2. This Equality, Equity, Diversity and Inclusion Policy (Staff) 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 staff are not subject to, and do not commit, unlawful acts of discrimination.
- 13.3. The Trust's review and monitoring will respond to any updated guidance from the DfE. At every review the policy will be approved by the Trust's Board of Trustees and shared with our schools' local governing bodies. The Trust will listen to stakeholders, including pupils, to understand their lived experiences, inform planning and bring about further improvements.
- 13.4. The Trust will consult on its Equality Objectives every four years in line with the legislation and guidance.

Appendix A: Equality Act 2010 Protected Characteristics

The definitions used in this appendix are based on the Equality Act 2010.

1. **Age:** The Act protects people of all ages; however, differential treatment because of age is not unlawful direct or indirect discrimination if it can be justified, i.e. if you can demonstrate that it is a proportionate means of achieving a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.
2. **Disability:** The Act protects people who are disabled; the Act defines this as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
3. **Gender identity and/or reassignment:** The Act protects transgender people. The Act no longer requires a person to be under medical supervision to be protected, so a person who does not undergo any medical procedures would be covered by these protections.
4. **Marriage and civil partnership:** The Act protects people who are married or in a civil partnership against discrimination. Single people are not protected.
5. **Pregnancy and maternity:** The Act protects people against discrimination on the grounds of pregnancy and maternity during the period of their pregnancy and any statutory maternity leave to which they are entitled.
6. **Race:** The Act protects people of all races; the Act's definition of race includes colour, nationality, and ethnic or national origins.
7. **Religion or belief:** The Act protects people of any religion, including specific denominations or sects, as well as a lack of religion, i.e. employees or jobseekers who do not follow a certain religion or do not follow any religion are protected. The Act protects people of any belief; this is defined as any religious or philosophical belief, or a lack of such belief, that is a weighty and substantial aspect of human life and behaviour.
8. **Sex:** The Act protects men and women.
9. **Sexual orientation:** The Act protects lesbian, gay, bisexual, and heterosexual staff.

Appendix B: 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 C: Equality Objectives (Expanded)

Equality objectives:	Why we have chosen these objectives:	To achieve these objectives we will:
<p>1. Culture: 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"> • Eliminate unlawful discrimination; • Advance equality of opportunity; • Foster good relations. 	<ul style="list-style-type: none"> • Ensure that staff and governors are aware of current legislation surrounding equality, diversity and inclusion, and fully understand and share our collective responsibility; • Facilitate and engage in training to further improve our knowledge, deepen our understanding of anti-discriminatory practice and challenge group think etc; • Challenge discrimination and disadvantage and call out the use of homophobic, misogynistic, sexist and racist language and behaviour; • 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 of discriminatory or otherwise offensive language; • Develop a Trust-wide approach to mental health and promote pupil and staff wellbeing; • Improve accessibility across the Trust for pupils, staff and visitors with disabilities, including access to specialist teaching areas; • 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.
<p>2. Curriculum: 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"> • Develop and implement broad, balanced and ambitious curricula which represent a diverse culture and society and encourage tolerance and respect; • 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; • 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; • 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; • 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.
<p>3. Outcomes: 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"> • Maximise the attendance, attainment, and inclusion of pupils vulnerable to disadvantage, including those with special educational needs and protected characteristics; • Close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners; • Demonstrate high expectations, establish consistent routines and protocols; • Deliver our ambitious, knowledge-rich curriculum for all (see 2 above); • Maintain our Trust-wide focus on literacy; • Share an unwavering focus on improving outcomes and overcoming the barriers to achieving them; • Ensure all teaching is good or better (see Trust commitment); • Use the Pupil Premium and National Tutoring Programme to provide high quality and effective support to close identified gaps (see Trust 'Parent Pledge'); • Provide an enjoyable, inspiring and safe environment in which all our children can experience an excellent education free from harm, flourish and achieve.

Document History

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

Review date	Significant amendments	Made by	Next review
Mar 2023	<p>New MAT wide-policy as 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 schools' and comparative MAT policies.</p> <p>Based on exemplar template from The School Bus (updated 2022).</p>	CXH	Mar 2024