

ENFIELD GRAMMAR SCHOOL



EQUALITY, DIVERSITY AND INCLUSION POLICY

Policy Agreed	March 2025
Next Review Date	March 2026
Governors' Committee	Governing Body

Contents

Introduction	3
Legislative Context	3
EDI Objectives	4
Equality, Diversity & Inclusion Principles	5
Our Approach (to achieving our EDI principles)	6
Key Areas in Promoting the Public Sector Equality Duty	6
Teacher Recruitment & Selection	7
Staff Development	7
Capability Procedure	7
Grievance Procedure	7
Disciplinary	8
Complaints Procedure	8
Roles and responsibilities	8
Communicating this policy	9
Monitoring and reviewing this policy	9

Introduction

The major aims of Enfield Grammar School are, in partnership with all stakeholders, the fullest realisation of individual potential and the development of a set of personal values based on honesty, trust, tolerance, understanding and respect for others, so that every student becomes an active and responsible member of society. The School will provide its pupils with a breadth of opportunities according to interest need and aptitude. Each boy will be encouraged to pursue his studies to the highest standard, which he can attain, and to continue his formal education beyond the age of sixteen. We do this by taking account of pupils' varied life experiences and needs.

We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes, and well-being of all our pupils matter. Our Equality, Diversity and Inclusion (EDI) Policy helps to ensure that this school promotes the individuality of all our pupils and the personal and professional development of all our staff, irrespective of their protected characteristics.

This policy, which is inextricably linked to our School Development Plan and School Pillars, explains how we ensure equality for our pupils and employees. Its purpose is to ensure the school operates with sensitivity to different protected characteristics outlined in the Equality Act 2010 ("the Act").

This is a live document that will be reviewed and updated in light of any new developments and legislations, and to reflect our growing understanding of existing and emerging issues. As an evolving document this policy will be formally reviewed annually and the EDI Objectives will be updated accordingly.

Legislative Context

The Equality Act 2010

The Equality Act 2010 ("the Act") provides a single legal framework protects the rights of individuals and advances equality of opportunity for all.

The Act prohibits schools from discriminating against, harassing or victimising employees, prospective pupils, pupils at the school and in some limited circumstances, former employees and pupils, because of a 'protected characteristic'.

Schools also have a duty to makes reasonable adjustments for employees and pupils with disabilities.

The protected characteristics covered by the Equality Act 2010 are:

- Age*
- Disability
- Gender reassignment
- Marriage and civil partnership*
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Sex
- Sexual orientation

*Where schools are concerned age and being married or in a civil partnership are **NOT** protected characteristics in relation to pupils. Please refer to Appendix 1 for a brief summary of each characteristic.

For single sex schools, like Enfield Grammar School, there are exceptions that enable them to restrict admissions to pupils of one sex.

The Public Sector Equality Duty

The Public Sector Equality Duty (the 'general duty') applies to public bodies and others carrying out public functions.

As public bodies, schools are also covered by the general duty which means that they must have 'due regard' to all three requirements of the duty which are listed below:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and person who do not share it; and
3. Foster good relations between persons who share a relevant protected characteristic and those who do not share it.

'Due regard'

'Due regard' means consciously thinking about the three aims of the general duty before decisions are made. In schools this means:

- Decision makers in schools must be aware of the duty to have 'due regard' when decision making and must assess whether it may have implications for those with particular protected characteristics.
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis
- The general duty should be integrated into the carrying out of the school's functions and the analysis necessary to comply with the duty should be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process.
- Schools cannot delegate responsibility for carrying out the general duty to anyone else.

Specific Duties

The general duty is underpinned by specific duties, to help public bodies meet the requirements of the general duty in a transparent and accountable way. The specific duties apply to all of the protected characteristics, and require schools to:

- Publish information to demonstrate how they are complying with the general duty.
- Prepare and publish equality objectives at least once every four years (see "EDI Objectives" section below).

In order to meet the requirements of the above, the School will make available, either on the website or upon request, those policies and documents which show how it is carrying out the general duty. The policies and documents that will be available will include, but are not limited to:

- Admissions criteria
- Positive Behaviour policy
- Bullying policy
- Home-school agreement
- Uniform policy
- Sex and Relationship policy
- Child protection and safeguarding policy
- Pay and Appraisal policies

- Information packs for prospective employees
- Minutes of Governing Body and Committee meetings

EDI Objectives

The School recognises the need for objectives that reflect our priorities, ethos and values. Our objectives are:

1. Curriculum - To take active steps to ensure our curriculum is inclusive in all areas and supports all learners.
2. School's culture and behaviour – to create a school ethos which promotes equality and diversity, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
3. Workforce – to ensure that opportunities for employment, training and promotion are equally open to candidates from all groups.

Details of the rationale and plan of meeting these objectives can be found at Appendix 2, “EGS EDI Objectives”.

EDI Principles

In order to ensure that our school operates within a modern equal opportunities environment free from all forms of discrimination we affirm the following statement of principles:

1. Treat all those within the school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
2. Create a school ethos which promotes equality and diversity, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
3. Encourage everyone within our school community to gain a positive self-image and high self-esteem.
4. Have high expectations of everyone involved with the whole school.
5. Promote mutual respect and face equality and diversity issues openly.
6. All staff and governors receive up to date Child Protection training and are aware of their 'Prevent duties'
7. Strive to identify and remove any procedures which are found to be discriminatory and replace them with practices which are fair to all.
8. Opportunities for employment, training and promotion are equally open to candidates from all groups.

9. Selection for employment, promotion, transfer and training, and access to benefits, facilities and services, will be fair and equitable, and based solely on merit.
10. Provide an accessible environment for all pupils, staff, parents and visitors within the physical constraints of our Grade 2 listed buildings.

Our Approach (to achieving our EDI principles)

The spirit of our policy is intended to promote all forms of equality relevant and appropriate to the work of our school as the principles of equality and fair treatment for all are to be the basis for every aspect of the School's ethos. In addition, we recognise the richness of the diversity that exists within the School and the local community and our aim is to build on our equality objectives by focusing on how individuals' differences and their strengths can be harnessed for the benefit of the School.

This policy will be considered, when developing any new or revised policies to enable our school to meet its statutory obligations under the Act and to communicate our commitment to tackling all forms of discrimination and inequality by setting out how it will use available resources to promote equality of opportunity and to prevent all forms of unlawful or unfair discrimination, harassment, and victimisation.

Within the context of our school, equal opportunities should be evident in all our functions, practices and policies. These include:

- Those we employ.
- Our admissions arrangements.
- Our formal curriculum (the programme of lessons).
- Our informal curriculum (extra-curricular activities).
- Our 'hidden' curriculum (the ethos of the School, the quality of personal relationships, etc).
- The physical environment of the school.
- Access to information.

Key Areas in Promoting the Public Sector Equality Duty

This policy will be guided by the following key areas, which cover the work we do and encompasses the legislative requirements of the Act.

1. The policy reflects the ethos of the School and is linked to all school policies and decision making.
2. Pupil's achievement and progress in individual subjects and extra-curricular activities is monitored by their protected characteristics and strategies are developed to tackle differences in achievement, attainment and progress.
3. This School promotes an inclusive curriculum, which aspires to reflect the diverse nature of our society, which is monitored and evaluated.
4. Equality and diversity are promoted and any forms of inappropriate behaviour and discrimination are challenged.
5. The School is committed to providing a safe and accessible environment and improving access to education and educational attainment for pupils with disabilities. Our Accessibility Plan can be found on our website at: <http://www.enfieldgrammar.com/about-us/policies/>
6. The School is committed to fostering positive relationships with all stakeholders.

Bullying & Harassment

The School is committed to creating an environment where its employees and pupils are free from bullying and harassment. The School recognises that all its employees and pupils have the right to be treated with the respect and dignity they deserve and will treat as serious any complaints it receives from employees and pupils who feel they are being bullied or harassed.

Because of the nature of the offence, the grievance procedure may not provide an effective means of dealing with all cases. As such, our bullying and harassment policy provides for the investigation of such complaints in addition to, or as an alternative, to grievance procedure.

Teacher Recruitment & Selection

Enfield Grammar School aims to offer equality of opportunity through its recruitment policy by enabling fair access to all opportunities to the widest possible group of applicants. In recruitment to any post, the School will consider career development opportunities for existing staff, the need for employee re-deployment, employment protection and operational needs.

The School aims to use a wide range of advertising opportunities including national, local and specialist press to provide maximum access to our vacancies. Where possible and appropriate, we will also target advertising for underrepresented groups.

The School will make all reasonable adjustments to accommodate employees with disabilities.

Staff Development

The School aims to produce a well-trained, motivated, and forward-looking staff capable of enhancing the breadth and quality of our pupils' learning experience, inside and outside the classroom, in the context of a changing world.

All employees have a right to be developed in their role to the best of their ability and Enfield Grammar School is committed to ensuring that all staff have equal access to training, career development and promotion. Records of staff training undertaken will be maintained and presented to the local governing body on request

All colleagues joining the School will be provided with induction training which includes reference to our Equal Opportunities Policy.

Capability Procedure

The capability procedure provides a framework for dealing with cases where staff fail to achieve the performance standards expected of them. The procedure applies to all teaching in relation to performance issues.

It aims to manage weaknesses in performance by early identification of problems through performance review and by ensuring that, as far as possible, all staff are able to fulfil their responsibilities in line with the aims and objectives of the School.

Grievance Procedure

The School's grievance procedure aims to ensure all its employees are treated fairly and that there is a transparent process in place, which allows them to raise complaints in confidence and deals with their issues seriously, promptly, and without bias. An appeals process is included in the grievance policy.

Disciplinary

The School expects all its employees to carry out their duties to the best of their abilities while ensuring compliance with all our standards of conduct to ensure a consistency of behaviour and treatment across the School.

Employees who wilfully partake in conduct, which is in breach of the School's standards, may be subject to a disciplinary investigation. An appeals process is included in the disciplinary procedure.

Complaints Procedure

If anyone in the School feels that this policy is not being followed or has any concerns that cannot be resolved informally, s/he should raise the matter through the School's complaint procedure.

Roles and responsibilities

All staff are responsible for upholding and promoting EDI and in turn raising the achievements of all our pupils.

Overall responsibility for implementing our action plan rests with the governing body, who work closely with the Headteacher and Senior Leadership Team (SLT).

Governors

The Governing Body is responsible for ensuring that the school complies with this policy and will review it annually.

In line with the School's commitment to EDI, the Governing Body will:

- Ensure that the Governing Body is reflective of the School in its diversity.
- Hold the school accountable for its adherence to its EDI policy and ensure any agreed objectives are delivered.
- Have Governor representation/links to any EDI policy review.
- Ensure that the GB undertakes appropriate EDI training on an annual basis.

Headteacher

The Headteacher will demonstrate, through personal leadership, the importance of this policy ensuring that all staff are aware of it and understand their roles and responsibilities in relation to it. The SLT will monitor the impact of this policy on a daily basis.

Subject Leaders

Subject Leaders are responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is being promoted.

Teachers and Support Staff

All staff will be trained or briefed on the contents of this policy and know their responsibilities with regard to its implementation.

Pupils

Pupils will be made aware of this policy and how it applies to them. They will learn to treat each other with respect and dignity and report any behaviour, which is contrary to the spirit of this document under the Schools' Positive Behaviour Policy.

Monitoring and reviewing this policy

The School will monitor the impact of this policy on pupils, parents, staff and stakeholders. In particular, the School will monitor the impact of all relevant policies on the progress and attainment levels of all pupils.

To monitor pupil's progress and attainment, the School will continue to collect information about their performance and progress, by protected characteristics, analyse it and use it to examine trends and take remedial action.

The School will also continue to monitor other areas that could have an adverse impact on pupils' attainment such as:

- Rewards and sanctions (including exclusions).
- Racism, harassment and bullying.
- Curriculum, teaching and learning (including language and cultural needs).
- Membership of the Governing Body.
- Parental involvement in the life of the School.
- Working with the community.

The School will also monitor regularly the effects of selection decisions and employment practices and procedures in order to assess whether equality of opportunity is being achieved in accordance with this policy.

Records will be kept by protected characteristics in relation to staff in post, recruitment, promotion, training and development opportunities, grievances, disciplinary action, and leavers. If any disparity is found which cannot be justified we will the appropriate remedial action.

Monitoring and progress reports will be presented for scrutiny and discussion by the Headteacher and other school staff on a termly basis, as part of the Headteacher's report to the Governing Body.

Communicating this policy

The School will communicate its EDI Policy to staff, pupils, and parents through training, briefing sessions, and on the Schools' website.

Protected Characteristics**Age**

The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it, i.e. if you can demonstrate that it is a proportionate means of meeting a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.

Disability

Under the Act, a person is disabled if they have 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, which would include things like using a telephone, reading a book or using public transport.

The Act puts a duty on you as an employer to make reasonable adjustments for their employees and pupils to help them overcome disadvantage resulting from an impairment (e.g. by providing assistive technologies to help visually impaired staff use computers effectively).

The Act includes a new protection from discrimination arising from disability. This states that it is discrimination to treat a disabled person unfavourably because of something connected with their disability (e.g. a tendency to make spelling mistakes arising from dyslexia). This type of discrimination is unlawful where the employer or other person acting for the employer knows, or could reasonably be expected to know, that the person has a disability. This type of discrimination is only justifiable if an employer can show that it is a proportionate means of achieving a legitimate aim.

Additionally, indirect discrimination now covers disabled people. This means that a job applicant or employee could claim that a particular rule or requirement you have in place disadvantages people with the same disability. Unless you could justify this, it would be unlawful.

The Act also includes a new provision which makes it unlawful, except in certain circumstances, for employers to ask about a candidate's health before offering them work.

Gender reassignment

The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. The Act no longer requires a person to be under medical supervision to be protected – so a woman who decides to live as a man but does not undergo any medical procedures would be covered.

It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured.

Marriage and civil partnership

The Act protects employees who are married or in a civil partnership against discrimination. Single people are not protected.

Pregnancy and maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination.

The employer must not take into account an employee's period of absence due to pregnancy-related illness when making a decision about her employment.

Race

The Act outlaws discrimination on the grounds of race, colour, nationality, (including citizenship) ethnic origin (groups with a long shared history and culture including Jews Sikhs, Romany gypsies) or national origins.

Religion or belief

In the Act, religion includes any religion. It also includes a lack of religion, in other words employees or jobseekers are protected if they do not follow a certain religion or have no religion at all. Additionally, a religion must have a clear structure and belief system. Belief means any religious or philosophical belief or a lack of such belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief.

Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.

Sex

The Act outlaws discrimination against both men and women.

Sexual orientation

The Act makes it unlawful to discriminate, either directly or indirectly, against bisexual, gay, heterosexual and lesbian people.

Information on our pupils (March 2025)

The Number on Roll (NoR) has remained reasonably stable and is currently 1067.

DfE approved Ethnicity extended categories	Ethnic extended code	Ethnic sub-category	Sub category code	No. of pupils	% of school population
Afghan	OAFG	Any other ethnic group	OOTH	18	1.75%
African Asian	AAFR	Any other Asian background	AOTH	1	0.10%
Albanian	WALB	Any other white background	WOTH	11	1.07%
Arab Other	OARA	Any other ethnic group	OOTH	8	0.78%
Asian and any other ethnic group	MAOE	Any other mixed background	MOTH	5	0.48%
Asian and Black	MABL	Any other mixed background	MOTH	2	0.19%
Asian and Chinese	MACH	Any other mixed background	MOTH	1	0.10%
Bangladeshi	ABAN	Bangladeshi	ABAN	74	7.18%
Black - Angolan	BANN	Black - African	BAFR	1	0.10%
Black - Congolese	BCON	Black - African	BAFR	22	2.13%
Black - Ghanaian	BGHA	Black - African	BAFR	51	4.95%
Black - Nigerian	BNGN	Black - African	BAFR	35	3.39%
Black - Sierra Leonean	BSLN	Black - African	BAFR	4	0.39%
Black - Somali	BSOM	Black - African	BAFR	29	2.81%
Black - Sudanese	BSUD	Black - African	BAFR	3	0.29%
Black and any other ethnic group	MBOE	Any other mixed background	MOTH	8	0.78%
Black Caribbean	BCRB	Black Caribbean	BCRB	48	4.66%
Black European	BEUR	Any other Black background	BOTH	1	0.10%
Chinese + any other ethnic group	MCOE	Any other mixed background	MOTH	1	0.10%
Egyptian	OEGY	Any other ethnic group	OOTH	2	0.19%
Filipino	OFIL	Any other ethnic group	OOTH	5	0.48%
Greek	WGRK	Any other white background	WOTH	4	0.39%
Greek Cypriot	WGRC	Any other white background	WOTH	20	1.94%
Hong Kong Chinese	CHKC	Chinese	CHNE	2	0.19%
Indian	AIND	Indian	AIND	26	2.52%
Information Not Yet Obtained	NOBT	Information not yet obtained	NOBT	16	1.55%
Iranian	OIRN	Any other ethnic group	OOTH	7	0.68%
Italian	WITA	Any other white background	WOTH	4	0.39%

Kashmiri Pakistani	AKPA	Pakistani	APKN	1	0.10%
Kosovan	WKOS	Any other white background	WOTH	2	0.19%
Kurdish	OKRD	Any other ethnic group	OOTH	7	0.68%
Latin/South/Central American	OLAM	Any other ethnic group	OOTH	4	0.39%
Lebanese	OLEB	Any other ethnic group	OOTH	1	0.10%
Mirpuri Pakistani	AMPK	Pakistani	APKN	3	0.29%
Moroccan	OMRC	Any other ethnic group	OOTH	1	0.10%
Other Asian	AOTA	Any other Asian background	AOTH	22	2.13%
Other Black	BOTB	Any other Black background	BOTH	15	1.45%
Other Black African	BAOF	Black - African	BAFR	34	3.30%
Other Chinese	COCH	Chinese	CHNE	2	0.19%
Other ethnic group	OOEG	Any other ethnic group	OOTH	15	1.45%
Other mixed background	MOTM	Any other mixed background	MOTH	25	2.42%
Other Pakistani	AOPK	Pakistani	APKN	20	1.94%
Other White British	WOWB	White - British	WBRI	21	2.04%
Portuguese	WPOR	Any other white background	WOTH	1	0.10%
Refused	REFU	Refused	REFU	26	2.52%
Sri Lankan Other	ASRO	Any other Asian background	AOTH	3	0.29%
Sri Lankan Sinhalese	ASNL	Any other Asian background	AOTH	7	0.68%
Sri Lankan Tamil	ASLT	Any other Asian background	AOTH	13	1.26%
Turkish	WTUK	Any other white background	WOTH	49	4.75%
Turkish Cypriot	WTUC	Any other white background	WOTH	13	1.26%
Vietnamese	OVIE	Any other ethnic group	OOTH	2	0.19%
White - Cornish	WCOR	White - British	WBRI	1	0.10%
White - English	WENG	White - British	WBRI	179	17.36%
White - Irish	WIRI	White - Irish	WIRI	2	0.19%
White - Scottish	WSCO	White - British	WBRI	1	0.10%
White - Welsh	WWEL	White - British	WBRI	1	0.10%
White + any other Asian Backgrnd	MWAO	White and Asian	MWAS	16	1.55%
White and any other ethnic group	MWOE	Any other mixed background	MOTH	14	1.36%
White and Black African	MWBA	White and Black African	MWBA	26	2.52%
White and Black Caribbean	MWBC	White and Black Caribbean	MWBC	36	3.49%
White and chinese	MWCH	Any other mixed background	MOTH	1	0.10%

White and Indian	MWAI	White and Asian	MWAS	2	0.19%
White and Pakistani	MWAP	White and Asian	MWAS	2	0.19%
White Eastern European	WEEU	Any other white background	WOTH	26	2.52%
White European	WEUR	Any other white background	WOTH	12	1.16%
White Other	WOTW	Any other white background	WOTH	16	1.55%
Totals				1031	100.00%

SEN

SEN	Pupil Numbers	%
E	23	2.23%
K	91	8.83%
Total	114	11.06%

EAL

EAL	Pupil Numbers	%
Yes	230	22.31%

Pupils with disabilities

With disability	Pupil Numbers	%
Physical Disability	2	0.19%
SEMH *	30	2.91%
Grand Total	32	3.10%

Religion and Belief

As a multi-faith school, we present all religions as having equal value and do not seek to promote one religion as more or less valid as the others. However, as a multi-faith school, we recognise that people of religion and belief may experience discrimination and harassment.

Gender identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Sexual orientation

We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be a number of equality issues for LGBT+ pupils.



ED&I Action Plan Academic Year 2024-25
THE OVERARCHING VISION IS TO BECOME AN ACTIVELY ANTI-RACIST AND ANTI-PREJUDICE SCHOOL

Theme 1				
Curriculum: To take active steps to ensure our curriculum is inclusive in all areas and supports all learners				
Outcomes:				
1. To see more departments delivering EDI complementing curriculum content				
Actions/ Events	Delivered by	Monitored by	Evidence	Completion/ Review Date
<ul style="list-style-type: none"> Each subject will plan their EDI content in advance - these will be shown in half termly plans and map this provision into their published curriculum whilst taking into account national initiatives (ie Black History Month). Implementation of Lyfta across subjects and mapping out Lyfta resources against Schemes of Learning 	HoDs/ teachers	SLT line-managers		December 2024 Easter 2025 July 2025
	CRT	SLT Line managers		Throughout the Year.
Theme 2				
School Culture and Behaviour: “create a school ethos which promotes equality and diversity, develops understanding and challenges myths, stereotypes, misconceptions and prejudices”				

Desired Outcomes:

1. To have celebrated all major cultural holidays and festivals (inclusive of all)
2. For Students' feedback to reveal they feel more accepted as they see themselves represented

Actions/ Events	Delivered by	Monitored by	Evidence	Completion/ Review Date
<ul style="list-style-type: none"> • Design a EGS cultural calendar for whole school • Implementation of Lyfta during form • Significant cultural events publicized in form time • BHM: Theme Reclaiming narratives (assemblies; designated lessons; food; publication of the EGS BHM Newsletter etc...) • LGBTQ* History Month • Cultural Day • South Asian Heritage month 	<p>NLF</p> <p>Form Tutors</p> <p>Form Tutors</p> <p>Whole staff</p> <p>Teaching-staff</p> <p>Whole staff</p> <p>Whole staff</p> <p>Whole staff</p>	<p>NLF</p> <p>MCO/CTO</p> <p>KYK/MCO</p> <p>NLF</p> <p>NLF/ LUC</p> <p>MCO/NLF</p>		<p>September 24 January 2025</p> <p>October 24</p> <p>October 24</p> <p>Feb 25</p> <p>July 25</p>

<ul style="list-style-type: none"> Smiling Project Training (on hold) 3rd FLAIR survey <p>NB: All major religious, cultural and protected attributes days and weeks will be celebrated throughout the year in a number of ways. Please refer to the EGS cultural calendar</p>		<p>NLF</p> <p>NLF</p> <p>NLF</p>		<p>July 25</p> <p>TBC</p> <p>February 2025</p>
---	--	----------------------------------	--	--

Theme 3

Workforce “opportunities for employment, training and promotion are equally open to candidates from all groups”

Outcomes:

1. Fair access to professional development for ALL
2. Fair diverse recruitment practices at all levels to show better representation in line with school demographics
3. Limiting the cultural biases that impact student well-being and achievement

Actions/ Events	Delivered by	Monitored by	Evidence	Review Date
<ul style="list-style-type: none">• To provide diversity training for recruiters and interviews• To ensure that new staff complete the training “ Avoiding Unconscious Bias” (TT CPD Unlimited Library)• Ensure that ALL staff have access to any CPD activities in relation to their desired career progression	TBC On-line training NLF	LUC NLF JMD		December 24 October 24 July 25