# Equity, Diversity & Inclusion Policy

formerly
Equal Opportunity, Inclusion, Diversity and Anti-Discrimination Policy (EOIDAD)

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| **Version:** | **v2.2** | | |
| **Ratified by:** | **Board of Trustees** | **Date:** | **15th July 2026** |
| **Next Review date:** | **July 2027** | | |

***(This policy incorporates the Trust's Equality Duty Statement)***

> ***Our people are at the heart of everything we do. Together we are here to make a difference and promote kindness. We welcome differences, empower individuality and celebrate diverse skills and perspectives, creating an inclusive environment for everyone to flourish and achieve their potential and be their authentic selves.***

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The term 'Headteacher' refers to the most senior person in each academy, i.e. includes Executive Head/Principal.

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## 1. PURPOSE

1.1. The Trust is committed to the principle of equal opportunity and improving integration for all students, pupils and staff. We actively promote equal opportunity to improve integration, challenge stereotypes and to combat prejudice and discrimination against individuals or groups on the basis of the following protected characteristics (in bold as defined by 2020 Equalities Act) and other characteristics listed below that SLT perceives as vulnerable to prejudice and discrimination. This list is indicative, rather than exhaustive:

- socio-economic background;
- **race;**
- ethnic group;
- nationality;
- **religion**;
- language;
- **gender**;
- **marital status**;

- family or home circumstances;
- **pregnancy and maternity**;
- **sexual orientation**;
- **gender reassignment**;
- **disability**;
- political beliefs;
- trade union membership or non-membership; or
- **age**.

The Trust intends to emphasise and realise our aims through the statements and policy guidelines that follow and all of our wider policies should be written reflecting the intent we express below.

**How to report infringements to this policy**
If a colleague believes they have been the victim of discrimination they should follow the procedures of the Grievance Policy (accessible here). If they have witnessed forms of discrimination (including discriminatory language amongst colleagues) colleagues should enact the Whistleblowing Policy (accessible here).

1.2. The Trust expects Headteachers and Local Governing Bodies to further the aims and spirit of this policy through all leadership activities, including holding any member of the community to account for actions or words that are in opposition to the Trust's intentions, in accordance with the Trust's disciplinary and grievance policies.

1.3. Every student, pupil and member of staff is expected to further our aims by personally:
- contributing towards a happy and caring environment in which opportunities are based on ability, potential and experience;
- showing respect for, and appreciation of, others;
- promoting the benefits of our multi-cultural society;
- opposing prejudice and discrimination should it occur and reporting incidents to the appropriate authority;
- Embedding the principles of equality and responsibility towards the wider world in which we live.

1.4. Trustees, Governors and staff are committed to sustainably promoting community cohesion by emphasising the common elements and values of our British (sometimes referred to as Universal Values) culture while recognising and respecting the value of cultures and traditions followed by individuals and groups within our society.

## 2. POLICY GUIDELINES

In order to realise our commitment to the principle of equal opportunity and inclusion for all students, pupils and staff (whether casual, temporary, part time or full time) we will:

2.1 Respect and value differences between people while, at the same time, celebrating the history, traditions and culture of Britain through our assembly programmes and curriculum.

2.2 Ensure that all students, pupils and staff are encouraged and able to achieve their full potential in a working environment that is free of bullying, harassment, victimisation and unlawful discrimination.

2.3 Monitor progress, attendance and exclusions by ethnicity, financial disadvantage, gender and special educational needs and address by intervention any significant trends or issues.

2.4 Take every reasonable step to ensure each academy is a place where everyone feels welcomed and valued, promoting respect for all.

2.5 Ensure that all classroom and school displays actively celebrate and promote the learning and well-being of all pupils. No literature, imagery, or material that runs contrary to the content or spirit of this policy will be permitted. In the event that any display or literature is contested, the Headteacher holds absolute and final sign-off authority regarding its suitability and removal.

2.6 Recruit staff in line with the principles underpinning this policy.

2.7 Strive to enable access to all our facilities by all people and conduct an annual review of accessibility.

2.8 Promote community cohesion and a culture of belonging by fostering good relations between different groups, within and between each academy and within the wider community.

2.9 Take positive steps to celebrate diversity and oppose prejudice, discrimination, racism and harassment. We expect our curriculum and training to fully embed the principles of this policy.

2.10 Prepare students for life in a diverse, multi-cultural world.

2.11 Deal with all incidents that are in breach of this policy including third party discrimination, where one or more third parties harasses one of our community, promptly and effectively in accordance with our behaviour policy or employment policies as appropriate.

2.12 Record all incidents of discrimination, including third party discrimination, as required by law and report them to the full Board of Governors each term.

2.13 Train staff to deal effectively with prejudice, unreasonable discrimination, racism and harassment. This will include exploration of unconscious bias. This will be linked to the safeguarding of children as part of our annual professional development programme.

2.14 Ensure that our policies, practices and any changes to the curriculum or organisation of our academies are made with regard to the principles stated in this policy and in line with the Equality Act.

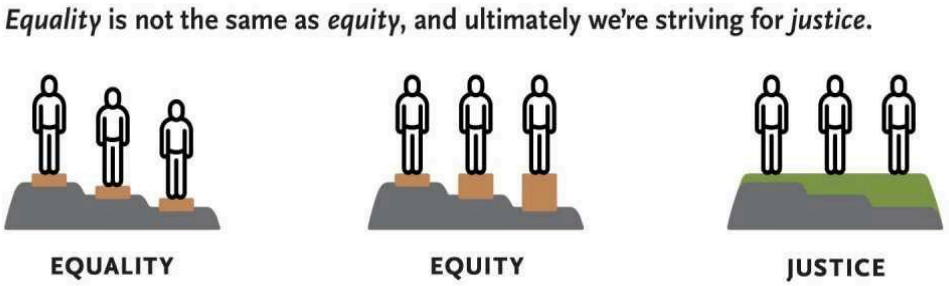
2.15 Ensure all students have equal daytime access to all learning resources, irrespective of financial position.

## 3. MONITORING, EVALUATION & REVIEW

3.1 Individual academy performance against this policy will be evaluated by the Leadership Team of each academy and the CEO. An annual report on equalities, using OFSTED guidelines, will be presented to the Local Governing bodies. This will be collated as a single report for Trustees presented by the CEO.

3.2 The Board of Trustees will designate a Lead Trustee for EDI (role description) and each Local Governing Body (LGB) will have a designated Lead Governor for EDI (role description) linked with this policy, its aims and objectives. All staff will be made aware of this link although complaints and grievance policies of the academy should be adhered to in raising any relevant issues.

3.3 The Trust will capture stakeholder voice through focus groups and surveys on the fidelity to this policy including where improvements might be considered. This will be an important aspect of 3.1 above.



**Document Version Control**

| Date | Version | Comment | Ratified by | Reviewer |
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| 14.7.26 | 2.2 | Added 2.5 regarding Academy displays. Subsequent numbering adjusted accordingly. | Board of Trustees 15/7/26 | CEO |
| **Version History** | | | | |
| 18.5.22 | 2 | Change of name but no change of substance. | Board of Trustees | JM & Exec Team |
| 23.5.24 | 1 | No substantial change | Board of Trustee | JM |
| 15.7.24 | 2.1 | Regular review. No changes except updating review dates. | Board of Trustees 17/7/24 | JM & Exec |
| 12.5.25 | 2.1(a) | Updated 3.2 to clarify the Lead Trustee EDI and Lead Governor EDI roles under the policy. | CEO | JM |