



Equality, Diversion and Inclusion Objectives

Approved by	Trust Board	Date Approved	23 March 2023
Review cycle	4 Years	Date of next review	Spring 2027

The Objectives below have been set to support Enlighten Learning Trust’s compliance with the specific duties as set out in the Public Sector Equality Duty namely to eliminate unlawful discrimination, to advance equality of opportunity and to foster good relationships between people that share a protected characteristic and people who do not.

The Trust undertook an Equality Diversity and Inclusion Survey in summer 2022. The objectives have been formed after analysis of the results of that survey. Individual schools have identified key areas to focus on in delivery of education.

Objective	Why we have chosen the objective:	To achieve this objective we plan to:	Responsibility
To raise awareness of the Equality, Diversity and Inclusion Policy	The policy is out of date. EDI survey in 2022 showed a lack of awareness of an EDI policy.	<ul style="list-style-type: none"> • EDI policy will be adopted and publicised to all Trust staff (summer term 2023) • Information on EDI Policy will be included in the induction of all new staff (summer term 2023 and on-going) • EDI Policy will form part of the annual key policy update (autumn term 2023 and on-going) 	Trust HR Manager, Headteachers
To introduce EDI training across the Trust	EDI survey in 2022 showed that staff felt that training in EDI is not provided.	<ul style="list-style-type: none"> • HR Manager to identify an appropriate online module for leadership (summer term 2023) • Leadership across the Trust to have completed the online Module in EDI training (summer term 2023) • EDI Policy will have featured in staff CPD at all trust schools with a focus on the school’s individual action plan and service delivery (by summer term 2024) • Short training video to focus on workforce issues to be made available to all staff (by autumn term 2023) 	Headteachers, Trust HR Manager
That every school in the Trust will have a clearly defined aspect in their school improvement plan	The Trust should be supporting schools in stimulating active engagement with improving it, as well as supporting the frameworks to monitor and mitigate.	<ul style="list-style-type: none"> • Ask each school to identify an EDI leader (may be the HT) • Ensure that an aspect is planned through the SIP • Support school leaders and governors in sharing expertise with others and in creatively delivering the objectives 	Trust HR Manager, CEO

To use equality impact assessments whenever a relevant policy or procedure is reviewed	This will enhance awareness of EDI issues. Consideration will be given to the effect that trust and school policies may have on those with protected characteristics and on how any adverse effects may be mitigated.	<ul style="list-style-type: none"> • Agree an appropriate template and brief policy reviewers on its use (by summer term 2023) • To be fully in use for all policy / procedure reviews from Autumn term 2023 	Trust HR Manager, Headteachers
To develop and promote a flexible working policy which will provide clarity to staff on the types of flexible working arrangements that can be supported by ELT.	EDI survey in 2022 showed that a clear policy on flexible working was highlighted as lacking by a significant number of responders	<ul style="list-style-type: none"> • Policy will be agreed by ELT SLT and Headteachers, and consulted on with staff • Policy will be in place and publicised to staff • Leadership will be briefed on how to apply the policy 	ELT SLT, Headteachers, Trust HR Manager
Individual School Objectives			
Focus for Improvement	Actions to support improvement	Success Criteria	Responsible
Esher High School			
All student groups feel like they belong	<ul style="list-style-type: none"> - Remove use of mobile phones in school to increase social interactions of pupils - Student survey asked what clubs students wanted adding this year - Student clubs groups for LGBTQ+ - Tightening on behaviour policy which will focus on swearing, derogatory language and physical contact (play fighting) - Additional question in student survey on belonging and giving them comment box to act on - External speakers from diverse range of backgrounds invited in to share their life stories and experience 	<ul style="list-style-type: none"> • Student survey in summer term gives feedback on students belonging • Actions raised in Autumn survey have all be actioned • Student focus groups communicate actions implemented from 1st survey • Staff and students identify improvement in swearing and derogatory language 	HT

St Andrew's School

<p>Our curriculum reflects and represents the diversity of the society that we live in</p>	<ul style="list-style-type: none"> ○ Each class is named after an inspirational person from the field of science and technology. These represent a diverse collection of people. ○ Core reading spines for each year group include a rich and diverse range of texts that represent the full scope of cultural heritages in the UK ○ These books will include protagonists who are non-white and disabled ○ All pupils will find themselves represented in stories ○ These stories will broaden our pupils experience and understanding of the wider world ○ Cornerstones projects teach pupil about diversity that encompass a wide spectrum of life ○ Introduce Y6 Maafa Project - teaches pupils about Africa past and present and the development of the slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora. 	<ul style="list-style-type: none"> ● Our curriculum successfully represents the diversity of our local community and the wider world. ● Our curriculum successfully celebrates diversity and promotes acceptance and respect ● Our curriculum successfully allows our pupils to learn about, and be inspired by individuals of all abilities from all backgrounds, genders, cultures, sexualities, religions and ethnicities. 	<p>Curriculum leads HT</p>
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St Martin's School

<p>Celebrate the School's diverse community and draw on this to facilitate deeper understanding and reduce unconscious bias</p>	<ul style="list-style-type: none"> ● Consider diversity when making school decisions and action appropriately ● Professional meeting on Diversity ● All children see themselves represented in their classroom and the wider school 	<ul style="list-style-type: none"> ● Diversity evident and celebrated in all aspects of school e.g., allocation of rewards, representing the school ● Staff challenge own unconscious bias – songs selected; groups / children chosen ● Experiences of our diverse community are drawn on to facilitate deeper understanding and awareness 	<p>Co-Headteacher, AHT and all staff</p>
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	<ul style="list-style-type: none">• Staff seek out opportunities to learn about and draw on the diverse experiences of our community• 'All About Me' pages in Home Learning Diary used to inform school about diversity so it can be celebrated.		
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