



PEOPLE AND INCLUSION POLICY & PROCEDURE

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1. Policy statement

- 1.1 SHARE MAT believes in 'Valuing People, Supporting Personal Best'. Promoting equality, diversity and inclusion for all members of our community is a vital part of achieving this overarching aim.
- 1.2 SHARE MAT academies aim to create an environment where pupils, staff and families feel respected, valued and included; recognising that equality of opportunity and positive relationships are crucial to wellbeing and achievement.
- 1.3 We pursue this aim using both universal/core whole school approaches, and where required, we use specialised, targeted approaches.
- 1.4 The Equality Act 2010 defines the Public Sector Equality Duty as a requirement for public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not.
- 1.5 The Department for Education recognises that schools have a statutory responsibility to promote equality and inclusion, ensuring that all pupils can access a broad and balanced curriculum and thrive in a safe, respectful environment.
- 1.6 At SHARE MAT our role is to:
 - ensure that all pupils, staff and families are treated fairly and with respect
 - remove barriers to participation and achievement for individuals and groups
 - promote understanding and appreciation of diversity across our communities
 - challenge prejudice and discrimination wherever it occurs
 - equip pupils and staff to recognise and reduce stereotypes and bias
 - celebrate our diversity and the many ways in which people can achieve.

1.7 SHARE MAT remains committed to ensuring that equality, diversity and inclusion are embedded in all aspects of our work from curriculum and enrichment to recruitment and governance. We will publish measurable objectives and monitor progress systematically to ensure accountability and continuous improvement.

2. Scope

2.1 This policy applies to:

- All trust employees and workers (including agency staff and contractors)
- Trustees and local academy governors
- Pupils and their families/carers
- Volunteers and visitors
- Third parties delivering services on behalf of the trust.

2.2 It covers how equality, diversity and inclusion are considered in decision making, policy development, service delivery, employment, curriculum, enrichment, and community engagement across all trust schools.

3. Legal and statutory framework

3.1 The trust will comply with all legal and statutory frameworks for equality, diversity and inclusion. This includes:

- **Equality Act 2010:** protecting individuals against discrimination, harassment and victimisation and requiring reasonable adjustments for disabled people.
- **Public Sector Equality Duty (PSED):** having due regard to the need to eliminate unlawful conduct, advance equality of opportunity, and foster good relations when exercising our functions.
- **Specific Duties (England):** publishing equality information annually and publishing specific, measurable equality objectives at least every four years.
- **DfE advice for schools on the Equality Act:** interpreting obligations for academies and governance, including how compliance should be evidenced (e.g., publishing information and objectives).
- **EHRC guidance for schools:** on implementing the PSED and publishing equality objectives proportionately and transparently.

4. Policy aims and objectives

4.1 SHARE MAT is committed to promoting equality, diversity and inclusion for pupils, staff and all stakeholders. This policy aims to:

- Set out the trust's approach to advancing equality of opportunity, fostering good relations, and eliminating discrimination.
- Increase understanding and awareness of equality legislation and the protected characteristics under the Equality Act 2010.
- Support staff to identify and challenge discrimination, prejudice and stereotyping wherever they occur.
- Provide guidance to staff on their role in embedding equality and diversity into curriculum, enrichment, and everyday practice.

- Ensure that pupils, staff and families feel respected, valued and included, and have access to fair opportunities and support.

5. Roles and responsibilities

5.1 All staff have a responsibility to uphold the Public Sector Equality Duty:

Role	Responsibilities
All staff (Including teachers, TAs, wider support roles and volunteers)	Uphold the EDI Policy; engage with training; use evidence informed practice; report concerns; contribute to an inclusive culture
Curriculum leaders	Map curriculum for diversity; ensure coverage of protected characteristics and avoidance of stereotypes
Middle and senior leaders	Ensure inclusive recruitment, retention and progression; take concerns around equality, diversity and inclusion seriously; follow reporting policy; integrate EDI into decision making.
Personal development leader	Map curriculum for diversity; evaluate equality impact of visitors, trips and enrichment; ensure coverage of protected characteristics and avoidance of stereotypes.
Headteacher	Integrate EDI into academy improvement plans; ensure curriculum and enrichment reflect diversity; maintain robust staff training and visitor/trip evaluation; oversee local engagement; take action to address inequalities immediately should they be found.
EDI working party	Scrutinise EDI information and objectives; monitor progress; discuss anonymised case studies to ensure robust processes.
Trust improvement lead	Coordinates trust wide implementation; leads the staff EDI working party; ensures data collection, analysis and reporting frameworks operate; supports schools to align actions with the PSED; leads training packages for EDI; creates objectives and policies.
Senior executive leadership team	Embeds EDI into trust strategy, risk management, and performance; oversees delivery of objectives; monitors impact and reports to the Board.
People committee	Approves the EDI Policy, sets the tone for equality across the trust, receives biannual EDI reports, and ensures statutory compliance.

6. Our Objectives (2026-2030)

6.1 A summary report for the 2022-2026 objectives can be found on our website.

6.2 We have adopted a strategic approach by setting clear, measurable objectives to address the needs of three key stakeholder groups: pupils, staff, and parents/community. This will enable us to monitor progress more effectively and ensure that equality, diversity and inclusion are embedded across all aspects of trust life.

6.3 Our objectives are as follows:

Objective 1

All pupils access a curriculum that reflects and celebrates the diversity of the communities we serve. As a result, pupils from all backgrounds achieve well, feel seen in their learning, and are equipped to thrive in a diverse society.

Objective 2

Our trust is recognised as a place of work and learning where all individuals, regardless of protected characteristics, feel welcome, valued and like they belong. Colleagues, pupils and parents consistently tell us we are successful at fostering inclusive environments and advancing equality of opportunity.

Objective 3

Our trust is known for strong, reciprocal relationships with our local communities and parents, who feel heard, respected and involved. They tell us we understand their children's diverse needs and aspirations, and that our schools serve the communities they are in well - building trust, improving outcomes, and strengthening social cohesion.

7. Monitoring and evaluation

7.1 In order to evaluate success for the above objectives, we will evaluate progress against the following measures:

For Objective 1:

- For the pupil survey question "My school encourages me to respect people from other backgrounds and to treat everyone equally", positive responses will raise from 84% to 90%, and positive or neutral sentiments will rise from 96% to 100%.
- Curriculum mapping will evidence that curriculum leaders consider the PSED and school specific PSED when planning their curriculums.
- Assembly schedules will reflect key equality, diversity and inclusion points in the year, including Black History Month, Men's Mental Health Week, International Women's Day, LGBT history month, Pride, South Asian History Month and Disability Awareness Week. Content will be delivered at an age-appropriate level.
- Students from Black, Asian and Mixed Ethnicity backgrounds, as well as Gypsy, Roma and Traveller backgrounds will achieve as well as their peers.
- Schools will identify underperforming groups based on ethnic background, gender and disability and will put in place appropriate support for these groups.

- Monitoring of achievement of identified underachieving groups will demonstrate a positive trend over time.
- Suspension and exclusion data will demonstrate no statistical deviation when analysed by ethnic background, disability, and gender and compared to national and regional averages.
- Isolation, suspension and fixed-term exclusion data will be lower than the national (20.60) and regional (17.46 for Kirklees, 17.60 for Calderdale) averages for mixed race pupils, who are disproportionately represented both regionally and nationally in comparison to students of other races and ethnicities.

For Objective 2:

- The staff EDI working party will meet three times per year, with published minutes demonstrating that they have analysed current data, considered this against the objectives, investigated case studies, and agreed next steps.
- For the staff survey question "All staff are treated fairly and with respect at this school", staff will be asked to identify their response by two areas: "by senior leaders and all staff members"; "by students". Responses with a positive sentiment for "by senior leaders and all staff members" will be 100%. Responses with a positive or neutral statement for "by students" will remain at 95%.
- Staff 'pulse' surveys will be sent out 3 times in the year. These will demonstrate that all staff feel welcome, valued, and like they belong. Where this is not the case, evidence of follow-up support will be in place.
- Staff exit surveys will consistently include questions about equality of opportunity and fair treatment. No member of staff will leave our trust because they feel that they have not had equality of opportunity or have been treated unfairly due to a protected characteristic.
- Our People Dashboard data will be analysed and acted upon, with evidence of yearly reports on protected characteristics across our workforce, compared to regional and national education workforce data. This will include promotions data. Where there are statistical anomalies, this will be investigated and acted upon.
- Gender pay gap data will demonstrate no gap in pay between males and females in similar roles in our workforce.
- Following the two notice period and hiring windows, evidence of reports which track the roles that staff are in against protected characteristics will be anonymised and published. Where there are statistical anomalies, for example over-representation of a particular gender, race, or age in leadership or support roles, this will be investigated and acted upon.
- Staff CPD will promote equality of opportunity and fair treatment, being designed with staff needs in mind. All staff will receive mandatory equality training once every four years. All leaders will be trained in the specific PSED, including understanding the anticipatory duty as part of their induction into the trust and/or role.

For Objective 3:

- Focus group and listening session records will demonstrate that feedback from parents and community members informs policy and practice, evidenced by published summaries and action points.
- Translated versions of key policies (Anti-Bullying, Behaviour, Attendance, Safeguarding and Child Protection) will be available in key languages for the local area. In Kirklees, these languages are Panjabi (2.4%), Urdu (1.6%),

Gujarati (1.5%) and Polish (2.4%). In Calderdale, these languages are Panjabi (6%), Urdu (3%) and Polish (1%).

- Accessible versions of key policies (Anti-Bullying, Behaviour, Attendance, Safeguarding and Child Protection) will be available. These will be designed based on the governments easy reader policy and will be screen reader friendly.
- School websites will be audited for accessibility and changes made accordingly.
- Complaints and compliments data will show a reduction in complaints related to inclusion and an increase in positive feedback from parents and community partners.
- Engagement data will evidence increased participation in school events celebrating diversity (e.g., cultural festivals, SEND workshops, Pride activities).
- Partnership logs will evidence collaboration with local cultural, faith, and advocacy organisations, with at least two active partnerships each academic year per school.
- Parent survey responses will indicate improved awareness of reporting routes and support systems for bullying and prejudice-based incidents.

8. Training and awareness

8.1 The trust is committed to ensuring all staff have the knowledge, skills and confidence required to promote equality, celebrate diversity, and contribute to an inclusive culture. Training and awareness is delivered through a range of platforms and processes to ensure consistent understanding and ongoing professional development.

8.2 Training and awareness relating to equality, diversity and inclusion is delivered through the People Development Platform, ensuring that staff at all levels have access to current guidance, learning resources and development opportunities which they can refer back to at any point.

8.3 For staff based in schools, equality, diversity and inclusion training is also delivered through the school's bespoke CPD calendar, enabling alignment with school contexts, priorities and statutory requirements.

8.4 The following areas of formal training are delivered to all trust staff, including the central team, on a two-year cycle:

- **Public Sector Equality Duty training:** ensuring all staff understand their responsibilities in relation to eliminating discrimination, advancing equality of opportunity and fostering good relations.
- **Sexual Harassment training:** providing clear expectations regarding conduct and reinforcing how concerns should be reported and addressed.
- **Whistleblowing Procedure:** ensuring staff understand the mechanisms for raising serious concerns, including concerns relating to discriminatory behaviour or practices.
- **People Strategy:** supporting staff understanding of the trust's priorities, values and strategic approach to developing a positive people culture.
- **Code of Conduct:** setting out the standards of behaviour expected from all trust employees.

- 8.5 As part of the onboarding process, all new staff at all levels of the trust, including the central team, receive mandatory training on:
- Preventing sexual harassment
 - Public Sector Equality Duty
 - Whistleblowing
 - People Strategy
 - Code of conduct.
- 8.6 Staff wishing to raise an issue relating to discrimination are directed to the trust's Whistleblowing Policy & Procedure and Grievance Policy & Procedure.
- 8.7 Any report of discrimination must be taken seriously and responded to appropriately. A concern does not need to be explicitly labelled as a grievance to be treated as one; any email, verbal disclosure or face to face report concerning discrimination should be acted upon in accordance with the Grievance Policy & Procedure.
- 8.8 If staff believe their concern has not been addressed appropriately or in line with the Public Sector Equality Duty, they are encouraged to raise the matter with their headteacher/line manager in the first instance. Where concerns remain unresolved, staff should escalate the matter to HR/the trust central team following the normal escalation procedure outlined within the Grievance Policy & Procedure.

9. Linked policies

Trust Policies

- People and Inclusion Policy (this document)
- Safeguarding and Child Protection Policy
- Antibullying-Bullying Policy
- Behaviour Policy
- Attendance Policy
- SEND Policy
- Our People Strategy
- Whistleblowing Policy
- Grievance Policy
- Staff Code of Conduct

Government & DfE Guidance

- [Equality Act 2010: guidance – GOV.UK](#)
- [Equality Act 2010 \(legislation\)](#)
- [Equality Act 2010: advice for schools – GOV.UK](#)
- [The Equality Act 2010 and schools \(DfE departmental advice\)](#)
- [Public Sector Equality Duty: guidance for schools \(EHRC\)](#)
- [Publishing equality objectives: guidance for schools \(EHRC\)](#)
- [DfE Equality and Diversity \(departmental strategy and workforce data\)](#)

10. Schedule of amendment

Version No	Amendment