

Creating Tomorrow Trust
Equality Information and Objectives



About this document:

Purpose

This document sets out how Creating Tomorrow aims to become a truly inclusive trust, enabling all stakeholders; children and young people, families, team members, governors, and members, to play a role in the life and development of Creating Tomorrow.

Going beyond simply including people at the, moving from inclusion to “mattering” by demonstrating that you actively notice, affirm, and rely on unique individual strengths and diverse perspective

“The route to achieving equity will not be accomplished through treating everyone equally. It will be achieved by treating everyone justly according to their circumstances.”

Paula Dressel

Role	Purpose
Trustees and Governors	Provide legal oversight and hold executive leadership accountable for the consistent implementation of EDI principles and the Public Sector Equality Duty (PSED), ensuring that trust-wide equality objectives are reviewed every four years, with published equality information updated annually.
Leaders	Understand role in turning the EDI policy into action by managing the day-to-day implementation of equality objectives across the Trust and individual schools. Ensuring

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	all staff receive EDI training during induction and annual refreshers (such as Equality Act training) to develop a shared language and understanding of inclusion. Creating a professional, safe, and inclusive environment that allows everyone to "bring their authentic selves to work".
Staff	Understand the expectation to have regard for the policy and actively work to achieve the Trust's equality objectives. They must role-model the core values of Respect, Inclusion, and Community, maintaining a professional and inclusive environment where everyone can bring their "authentic selves to work". Contributing to a positive culture by raising concerns without judgment and participating in wellbeing initiatives, whilst also challenging conduct that breaches the policy, such as discrimination, harassment, or victimisation.
Learners	To enable learners to be active citizens and play a central role in the Trust's development by acting as EDI Champions (through councils etc), working alongside staff to ensure that the "student voice" is fully represented in EDI initiatives. Promote tolerance, friendship, and understanding by upholding theirs, and others, rights as set out in the UN Convention on the Rights of the Child, and embed into the ethos of each setting, ensuring that principles of dignity, respect, and non-discrimination are at the heart of their daily lives.
Parents, carers, community members	To understand their role in working alongside the Trust, providing insight that helps inform and develop the Trust's approach and to promote knowledge and understanding of different cultures and religions, helping to foster good relations between different groups within the community, supporting the Trust's core values of Respect, Inclusion, and Community, ensuring a consistent approach to fairness and equity for everyone.

Complied by: CEO	Date: Jun 26
Committee: Full Board, then to LGB	Date agreed by Trustees: Jul 26
Review Cycle: Annually & 4 Years	Review Date: Jul 30

Wellbeing in our Trust

At Creating Tomorrow Trust, we believe that when our people thrive, our learners and communities thrive too.

Physical, emotional and mental wellbeing are essential to a thriving, collaborative and values-driven organisation, and we are committed to creating an environment where every colleague feels supported, respected and able to flourish.

We recognise that wellbeing needs can change over time, and anyone may experience challenges. We work together with openness, compassion and trust, ensuring that help is accessible when it is needed.

Health and wellbeing are everyone's responsibility, and we encourage a positive culture where concerns can be raised without judgement. The Trustees take their duty of care seriously and are committed to ensuring that support for all employees is available through:

- Effective and supportive line management
- A fair and manageable workload
- A professional, safe and inclusive working environment
- Access to wellbeing and employee support services through our Employee Assistance Programme:
 - 08000 856 148
 - [educationsupport.org.uk](https://www.educationsupport.org.uk)

We are committed to continuous improvement. All Trust policies are reviewed for their impact on staff wellbeing, ensuring our values are reflected not only in what we say, but in what we do.

Together, we create tomorrow by caring for one another today.

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1. Aims

Creating Tomorrow Trust's core values are Respect, Inclusion, Community, and Empowerment and as such takes its obligations under the Public Sector Equality Duty (PSED) seriously. The Trust aims to actively promote Fairness, Respect, Equality, Diversity, Inclusion, and Equity by having due regard to the need to:

- Uphold the "best interests of the child" (UNCRC Article 3) and the "right to be heard" (UNCRC Article 12) in all decision-making
- Provide a trauma-sensitive environment that recognizes the impact of life experiences on learning and development, ensuring support is 'justly according to circumstances'.
- Eliminate discrimination, harassment, victimisation 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
- Create a workforce that is diverse, promotes positivity, and allows everyone to thrive, no matter their background or characteristics.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Our Trust aims to promote respect for differences and diversity in accordance with our vision and values:

“Helping to Create Everyone’s Tomorrow”

Our vision is rooted in equity; we empower our learners, teams, and the wider community to be independent and autonomous by treating everyone justly according to their circumstances. We are committed to creating an

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environment where everyone can thrive and flourish, ensuring that our support is personalised to help every individual reach their full potential.

Whether that's a young person being able to communicate their wants and needs effectively, navigating living independently, or settling in the workplace, our vision is to enable our learners to be their authentic selves (Article 8 (Protection of Identity) and Article 13 (Freedom of Expression)) and become confident, responsible, and successful adults who feel safe to bring their whole selves to their community.

We honour the intrinsic value of every individual. This means treating everyone with the highest level of dignity and fairness, where rights are modelled and lived, placing inclusive relationships and the elimination of discrimination at the heart of all interactions.

Community is core to what we do; we celebrate diversity and foster a deep sense of belonging before a child even starts, ensuring they feel valued from the moment a place is discussed. Alongside families, other agencies, and community partners, we embrace a shared responsibility to provide the skills and opportunities for our learners to showcase their successes. Guided by the learner voice and the rights of the child, we empower everyone to shape a better, more inclusive tomorrow for our learners.

Respect	Inclusion	Community	Empowerment
			
We honour each other's contributions and differences	Everyone belongs and feels valued	We grow stronger together	We enable each other to succeed and thrive

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Dignity, fairness, and recognition of the intrinsic value of every individual with relationships at the heart	Championing participation and equity, ensuring that all learners are included, challenging discrimination and advocating for everyone	Fostering collaboration, mutual responsibility, and shared success within each school and the college, and across the Trust; for all stakeholders, the community, and the wider system; developing the bonds, ties, and networks that promote success	Developing a shared responsibility for each other; enabling autonomy, growth, and contribution from each of our schools and college, their learners, families, staff, and leaders; working with individuals and organisations, whilst always holding our values, vision and mission in mind
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2. Definitions

Equality refers to outcomes, making sure that all benefit equally from our activities.

Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

Equity refers to the practice or policy of the organisation in being fair and impartial, ensuring processes are in place to support inclusion of those who may otherwise be excluded

Inclusion refers to providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those with protected characteristics and members of other minority groups.

Rights-Based Approach: Define this as using the UNCRC to ensure every child's right to an education is met in a way that respects their dignity.

Relational Safety: Defining safety not just as physical, but as emotional safety fostered through "trust and compassion".

Protected Characteristics A protected characteristic under the Equalities Act covers the groups listed below:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Discrimination: negative treatment that affects a whole group of people or an individual because they belong to a group.

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- **Direct discrimination** occurs when a person treats another person differently than they treat or would treat another person because of a 'protected characteristic'.
- **Indirect discrimination** can occur when a school applies what is felt to be a general policy or practice which puts students sharing a protected characteristic at a particular disadvantage.
- **Associative discrimination** can occur when a person is treated differently because of their association with an individual who has a protected characteristic
- **Perceptive discrimination** can occur when someone is thought to have a protective characteristic, i.e. 'looks' or 'sounds'
- **Harassment and Harassment by 3rd party** is when unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading humiliating or offensive environment for them
- **Victimisation** is when someone is victimised because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination.

3. Legislation and guidance

This policy and its implementation are underpinned by a legal and rights-based framework that includes:

- The United Nations Convention on the Rights of the Child (UNCRC), as appropriate using the Rights Respecting Schools as a framework to put the UNCRC into practice within our Trust and beyond.
- [The Equality Act 2010](#), Which protects people from discrimination, harassment, and victimisation.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#): Which require the Trust to publish equality information annually and set equality objectives every four years.
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).
- Trust Governance: This policy complies with the Trust's funding agreement and articles of association.

By aligning our statutory duties with the UNCRC, we ensure that we do not just comply with the law, but actively work to improve the wellbeing and potential of every child and young person in our care.

4. Roles and responsibilities

All staff:

- Are expected to role-model our core values
- Are "Duty Bearers" who have a responsibility to protect and uphold the rights of "Rights Holders" (the learners).

Through delegating responsibility to local governing boards, the Trust board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the schools and college, including to staff, students and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher /Principal

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At Creating Tomorrow Trust there will be a named EDI link Trustee who will:

- Ensure that policy and practice is implemented consistently across the Trust.
- Meet with the CEO every term (3x per year) and other relevant trust staff members, to discuss any issues and how these are being addressed

The schools and college will nominate an EDI link governor who will:

- Meet with the designated member of staff for equality every term (3x per year) and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher / Principal will:

- the Headteacher/Principal must have “due regard” for whether a decision has implications for people with protected characteristics at the time the decision is made
- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors

Creating Tomorrow Trust has an EDI Champion working party this party will:

- Be representative of all schools / college in the Trust
- Develop an EDI Action Plan
- Meet periodically to monitor, review and update activities from the EDI Action Plan
- The designated member of staff for equality (EDI Champion) will:
 - Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and students
 - Meet with the Headteacher / Principal every term (3x per year) to raise and discuss any issues
 - Support the headteacher in identifying any staff training needs, and deliver training as necessary

The nominated student EDI Champions will:

- Work with the staff EDI Champion to ensure student voice is represented fully

The Chief Executive Officer will liaise with the Headteacher / Principal to ensure equality objectives are being actioned and to support implementation. The CEO will report progress to the Trustees periodically via the Trust Key Performance Indicator document,

All trust staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

5. Eliminating discrimination

Creating Tomorrow 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.

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Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff will receive training on the Equality Act as part of their induction, and all staff will receive refresher training at least every year, for example:

- [Tackling Homophobia in Schools](#) – Naz and Matt Foundation
- [Online LGBT+ CPD courses](#) – The Proud Trust
- [Best practice, toolkits and resources](#), [online e-learning programmes](#) and [school champion awards](#) – Stonewall
- [Gendered violence education](#) CPD e-learning course for secondary school teachers and educators – Bold Voices
- [Equality, diversity and inclusion training and consultancy](#) – EqualiTeach

6. Advancing equality of opportunity

Creating Tomorrow Trust aims to advance equality of opportunity by:

- Ensuring that employment will not discriminate on the grounds of any protected characteristics.
- Creating a work environment free of discrimination and prejudice, and that allows everyone to bring their authentic selves to work.
- Making it clear that everyone will be treated fairly, with respect, and will be given equal opportunity in every aspect of their working role.
- When selecting for employment, promotion, training, or anything of this nature, it will be based on the individual's own capability and potential. Their attitude and capability will determine their suitability for the role; it will not be affected by any of the protected characteristics.
- Ensuring Trust policies reinforce our values and intolerance towards discrimination
- Ensuring that disciplinary action will be taken against those that breach our policy.

As set out in the DfE guidance on the Equality Act, the schools and college aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies)
- In fulfilling this aspect of the duty, the school will:
- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

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In addition to the information about learners, we will consider how our activities as an employer affect staff with protected characteristics. As a Trust, annually, we will publish on our website information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- Gender pay-gap reporting and other pay equality issues
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or learners will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or learners to preserve their confidentiality.

7. Fostering good relations

Creating Tomorrow Trust, through its schools and college, aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8. Equality considerations in decision-making

Creating Tomorrow Trust ensures it has due regard to equality considerations whenever significant decisions are made.

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The Trust ensures that the school and college will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned; considering whether the trip:

- Cuts across any religious holidays
- Is accessible to students with particular disabilities
- Has equivalent facilities for boys and girls

Written records (known as an Equality Impact Assessment) will be kept to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

9. Equality objectives

(Please see appendix for the Trust EDI Action Plan)

Creating Tomorrow Trust has key Equality objectives that are across the whole organization:

To ensure that Creating Tomorrow Trust is an organisation that is fully representative (through policy and practice) of all its stakeholders, and living the core values of Respect, Inclusion, Community, and Employment

Objective 1

To implement a Trust-wide equality and diversity strategy that is led by stakeholders.

Objective 2

Ensure that schools and college are aware of EDI issues to influence culture, practice, and decision making

Objective 3

Schools and college will work together to develop EDI initiatives by liaising with each other to ensure a joined up approach

Objective 4

EDI training will include "Trauma-Informed Practice" alongside the RRS framework to help staff develop a language and understanding of how to support learners who have faced adversity

10. Monitoring arrangements

The Trust will update the equality information we publish for employees, and the Headteacher / Principal will update the equality information we publish for learners, (described in sections 6 to 9 above), at least every year.

This document will be reviewed by the full board of trustees to update trust-wide objectives, and then passed to local governing boards to update objectives based upon the local context, least every 4 years.

This document will be approved by the full board of Trustees and local governing bodies.

11. Links with other policies

This document links to the following policies:

- SEN Information Report
- Curriculum / Learning and Teaching Policy
- School and Trust Development Plans
- Accessibility plan
- Risk assessment
- Relationship (Behaviour) Policy
- Staff Code of Conduct

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12. Appendix

EQUALITY DIVERSITY AND INCLUSION ACTION PLAN 2026-28

STRATEGY	ACTIONS	TIMEFRAME	LED BY	SUCCESS CRITERIA
Rights Respecting Schools	Trust schools to embed the Rights Respecting Schools Award, as a framework to put the United Nations Convention on the Rights of the Child into practice within the school and beyond. Support the college and school to embed children's human rights in their ethos and culture, putting the <u>UN Convention on the Right of the Child</u> (CRC) at the heart of practice to improve wellbeing and help all children and young people realise their potential. The Award is based on principles of equality, dignity, respect, non-discrimination and participation. The initiative started in 2006 and schools involved in the Award have reported a positive impact on relationships and wellbeing, leading to better learning and behaviour, improved academic standards and less bullying.	Summer term 2026 to Summer term 2028	Trust Senior Leadership Teams	College and Schools create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive, giving children the best chance to lead happy, healthy lives and to be responsible, active citizens, putting children's rights at the heart of the Trust.
EDI policy	Formulate an EDI policy that covers all aspects of EDI at the workplace that impacts on all stakeholders. Staff go through the EDI policy during their induction.	Autumn 2026	Trust Leadership Team	Policies reflect the Trust's commitment to EDI across the Trust. EDI policy is used effectively during staff induction.

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				Staff benefits such as leave entitlements; support for parents and carers; career development opportunities and flexible working provisions are open to all staff irrespective of age, disability, gender, gender identity, marriage/civil partnership status, race, religion/belief or orientation.
EDI buddy	Staff approach the EDI Champions if they want advice with regards to EDI matters.	Autumn term 2026	EDI Champions	Staff approach EDI Champions to raise a concern or ask advice about EDI matters.
Staff voice on EDI matters	Install a staff voice box where staff can leave their queries or concerns about EDI. School display to introduce EDI Champions of the school.	Autumn term 2026	EDI Champions	Staff share views or concerns and feel heard without judgement. Staff and students know the school's EDI Champion.
EDI focus at staff briefing	EDI Champion provide information or EDI-relevant notices to SLT to relay to staff at the weekly briefing.	Autumn term 2026	EDI Champions and SLT	EDI is a standing item at the weekly staff briefing.
Staff well-being	Staff teams organise 'monthly mingles', well-being walks, coffee mornings, exercise groups etc.	Autumn term 2026	Staff well-being group	Increased staff interactions amongst themselves – greater camaraderie leading to increased cohesion.
Display of EDI role models in schools	Ensure that schools display photographs and information of real-life people of all backgrounds and abilities.	Autumn term 2026 to Spring term 2027	EDI Champions to provide images; SLT to	Profile of EDI role models are raised in schools – increased visibility for staff, students and visitors.

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			approve and implement	
Celebrating diversity	Organise events and celebrations throughout the year using the diversity calendar (e.g. Diversity Calendar 2026)	Summer term 2026 planning ready for September 2026 start	SMSC leads	Staff increase student awareness through events, clubs, assemblies throughout the year to celebrate the diversity in our country.
EDI training	Organise annual Trust wide EDI staff training, or workshops conducted simultaneously on a common INSET day. For example: • Tackling Homophobia in Schools – Naz and Matt Foundation • Online LGBT+ CPD courses – The Proud Trust • Best practice, toolkits and resources, online e-learning programmes and school champion awards – Stonewall • Gendered violence education CPD e-learning course for secondary school teachers and educators – Bold Voices • Equality, diversity and inclusion training and consultancy – EqualiTeach	Planning September 2026 for 2026-27	Trust Leadership Team	Staff develop a language and understanding of EDI.
EDI Governor/Trustee training	All school governors and trustees to access NGA's EDI training. All school Governing Boards and the Trust Board to appoint an EDI representative.	Autumn 2026	Trust Leadership Team	All schools will have Governors trained in EDI. All Trustees are trained in EDI. All Governing Boards and the Trust Board have an EDI representative.

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Student EDI Champions	Students approach the EDI Champions if they want advice with regards to EDI matters.	Autumn 2026	EDI Champions and SLT	Students are able to raise a concern or ask for advice about EDI matters
External and internal opportunities for students	External and internal opportunities for visits or visitors to explore real life representations of EDI (especially under-represented groups) for students (e.g. inclusive sports events).	Spring term 2027	Middle Leaders, SLT and EDI Champions	Students are exposed to real life representations of EDI.
EDI audit of curriculum	Develop a framework to audit EDI in the school curriculum. Audit various aspects of curriculum for coverage of EDI.	Spring term 2027	Director of Education, school leaders at different levels and EDI Champions	Development of EDI framework led by Director of Education. EDI framework used to audit EDI coverage in the school curriculum.