



Equality information and Objectives Policy

Policy Review

This policy will be reviewed in full by the Executive Management Group (EMG) and agreed by the Standards and Students Committee annually

Approved by Standards and Students Committee: November 2025

Review date: November 2026

Chief Executive Office:	Ann Marie Mulkerins
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Chair of Trustees:	Gareth Jones
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Equality Policy

Middlesex Learning Trust are dedicated to ensuring that all members of the Trust and school communities are treated equally, fairly, and with respect by the Trust, by individual schools within the Trust and by each other. This is in line with the Trust's vision of 'Excellence for All'. This applies to the Trust (and individual schools within it) as places of education, as a training provider and as an employer. Prejudice, discrimination, and victimisation are not accepted, and we instill in our students a strong understanding of right and wrong, including the importance of inclusion, acceptance and tolerance towards others.

MLT publish Equality Objectives annually to meet the statutory requirement with the Public Sector Equality Duty (PSED). In addition, each MLT school publishes its Accessibility Plan on the school website, which is reviewed and updated at least every three years.

MLT Schools will celebrate diversity, by creating a vibrant, safe and happy school, with a strong sense of community, respect and responsibility. MLT schools provide education for all students, acknowledging that the society within which we live is enriched by diversity. MLT schools will strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and where individuals are treated with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity.

Aims:

The Trust aims to prepare all students for a future world and adult life in modern Britain. MLT strives to be an equality champion and community leader and will seek to ensure that all members of the Trust and school communities:

- Promote equality of all groups
- Promote community cohesion by encouraging the development of mutual respect and good relationships between persons of all abilities, racial groups and genders
- Challenge and seek to eradicate discrimination on any grounds, including ethnicity, age, gender or gender identity, disability, religion or religious affiliation. This will include, for example, acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals
- Promote awareness of the effects of discrimination
- Give a high profile to rights and responsibilities by promoting human rights, justice, fairness and British Values throughout the curriculum and wider school community
- Ensure that all students and staff have a right to equality of access to what is best in educational provision, in the workplace and through curricular and extracurricular provision in accordance with the provisions of the Equality Act 2010 and the Public Sector Equality Duty 2011
- Ensure that there is no restricted access given to some students because of stereotyped views of ability.

Monitoring and review

- These procedures, alongside the progress towards meeting our Equality Objectives, will be reviewed annually by the Executive Management Group (EMG), with a particular focus on monitoring discriminatory incidents, curriculum review, the impact of staff CPD and outcomes of consultations
- In light of the annual review the School Improvement Plan and Equality Objectives will reflect any issues arising.



Equality Procedures & Objectives

Chief Executive Officer:

Ann Marie Mulkerins

Chair of Trustees:

Gareth Jones

Middlesex Learning Trust

Equality Procedures

In accordance with Middlesex Learning Trust Equality Policy

1. Roles and Responsibilities

Trustees and Local Governors

- The Trustees of Middlesex Learning Trust will determine and review the policies and procedures relating to Equalities
- The Students and Standards Committee and the Local Governing Bodies (LGBs) will ensure that equalities issues are covered as part of the broad and balanced curriculum
- The LGBs will take an active role in ensuring that the school is fully inclusive to pupils, and responsive to their needs based on race, sex, disability, sexual orientation, age, religion or belief.
- The LGBs seek to ensure that people are not discriminated against when applying for jobs at its school on grounds of race, sex, disability, sexual orientation, age, religion or beliefs
- The LGB take all reasonable steps to ensure that the school environment gives access to people with disabilities
- The LGB ensures that no child is discriminated against whilst in its school on account of their race, sex, disability, sexual orientation, age, religion or belief.

The Executive Management Group

The Headteachers, with the support of their respective Senior Leadership Teams, will:

- Promote the Equalities Policy both within the school and externally to the wider school community
- Ensure that equality issues are covered in the curriculum as part of the focus on students' spiritual, moral, social and cultural (SMSC) development
- Ensure that recruitment of staff is in line with the MLT Equalities and Safer Recruitment Policies
- Ensure that staff, students and parents are aware of their role and responsibilities regarding the promotion of equality
- Take appropriate action where discrimination occurs
- Monitor student achievement data to check for underperformance by ethnicity, sex and disability and take action where appropriate.

Middle Leaders

Middle Leaders will:

- Promote the Equalities Policy within their departments and year groups
- Ensure that equality issues are covered in the curriculum area and year groups they oversee, including as part of the focus on students' spiritual, moral, social and cultural (SMSC) development.

Staff

School staff will:

- Ensure they are up to date with and aware of the contents of the Equalities Policy and procedures and follow the procedures accordingly
- Challenge discriminatory behaviour
- Undertake development and training in this area
- Support in the development and delivery of equality issues within the curriculum
- Engage with the school in eliminating any discrimination and act as a role model to students in this area
- Follow the equalities procedures in tackling and reporting any breaches to the Equalities Policy
- Monitor student achievement data to check for underperformance by ethnicity, sex and disability and take action where appropriate.

Students

Students at the school will:

- Engage with the school in eliminating any discrimination
- Promote a positive attitude towards equality when both in school and off the school site, including online
- Report to school staff about any incidents of inappropriate language or behaviour, or discrimination that they know to have occurred
- Set a good example regarding behaviour and social awareness to younger students and their peers.

Parents

Parents with children at the school are expected to:

- Familiarise themselves with the MLT's Equalities Policy and support the Policy by promoting a positive attitude towards issues relating to equality
- Work with the school to resolve any incident relating to breaches to the Equalities Policy that their child is involved in.

Visitors

Visitors to the school are expected to:

- Support the school by promoting a positive attitude towards issues relating to equality.

2. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Training and support

Training and Support for staff

Both teaching and support staff are provided with training on the Equality Act and MLT's Equality Policy through professional development sessions and briefings. Where areas for development are identified additional training sessions are planned and delivered to ensure that staff are able to deliver the policy both confidently and consistently.

Training and Support for students

Students are made aware of the Equality Act through assemblies, the pastoral curriculum and through the consistent implementation of the Positive Behaviour Policy. Incidents of breaches of the policy are recorded, and the pastoral curriculum is adjusted or amended depending upon the needs of the students.

3. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of extracurricular activities).

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics.

4. Fostering good relations

The Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance 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, pupils will be introduced to literature from a range of cultures

- Making students aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues
- Provide opportunities for students to show leadership in this area, e.g. through Student Equalities groups and events.

5. Equality considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

MLT schools always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities.

6. Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data, our Trust Improvement Plan and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. These objectives are aligned with our Trust and School Improvement plans, and we regularly review the progress we are making to meet them.

Equality objective 1: Ensure that high quality leadership, teaching and support secures excellent achievement for all. All Trust schools will focus on narrowing gaps between key subgroups of students and their peers including Pupil Premium, SEND, Male/Female as well as students from different ethnic backgrounds.

This will be achieved by:

- Reviewing and responding to the Curriculum and Assessment Review to ensure readiness for its implementation, whilst continuing to ensure that Trust schools deliver a broad, balanced, sequenced, relevant and ambitious curriculum .
- High quality professional development for staff, linked to the key principles outlined in MLT's Teaching and Learning Handbook (informed by the best evidence research)
- Progress and attainment of sub-groups being constantly under review with appropriate actions and support to address any underachievement

- Timely interventions to close the progress and attainment gaps between groups
- Continuing to sharpen quality first teaching and inclusive practice for all students and in particular for students with SEND through effective professional development, self-review and responding to the findings of the SEND reviews.
- Prioritisation of closing the reading gap through MLT's robust and effective Reading Strategy
- Ensuring a range of retrieval strategies and interventions in place, including revision conferences, targeted subject-specific intervention and after school, weekend and holiday sessions
- Ensuring that strategies are in place to support the reduction of within-school and across schools' variation.

Equality Objective 2: Continue to develop as an inclusive employer showing our commitment to equality, diversity and inclusion and ensuring MLT have the skills in our workforce to deliver the highest standards of education for all MLT students whatever their background or protected characteristics.

This will be achieved by:

- Prioritising high quality professional development programmes for MLT staff, including engagement with National Professional Qualifications and subject specific professional development opportunities
- Responding to the findings of the annual staff experience and wellbeing surveys to inform MLT's People Strategy and improvement plans
- Continuing to review and develop appraisal processes for both teaching and support staff to ensure these are high quality and support staff development
- Building a detailed profile of staff through an annual review of the diversity profile of MLT's workforce and MLT Trustees and Local Governors.
- Reviewing and updating staffing policies to ensure a fully inclusive approach to recruitment, induction and support of staff.
- Delivering disability awareness training for all senior leaders to promote an inclusive and equitable working environment and a strong understanding of the Equality Act 2010

Appendix 1

Southgate School Equality Duty Grid

Specific duty	Evidence & impact
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act	<u>Policy and procedures</u> The following policies and procedures are in place so that the school community are aware of their roles and responsibilities with regard to eliminating conduct prohibited by the Equality Act 2010: • Equalities Policy • Admissions Policy • Anti-bullying Policy • Accessibility Plan • Positive Behaviour Policy • Charging and Remissions Policy • Complaints Policy • Safer Recruitment Policy • SEND Policy • Looked After Children Policy. The open access policies are available on the school website in the school information, policies and procedures area. <u>Leadership</u> An Assistant Headteacher has responsibility for Equal Opportunities and oversees initiatives for their promotion across and within the school community. All Trustees and School Governors are provided with detailed data and analysis about the achievement and progress of groups and also comparative data about exclusions and attendance. Achievement and progress of groups regularly feature as performance management objectives for Senior and Middle Leaders and feature in our School Improvement Plan. <u>Monitoring</u> Careful monitoring of behaviour logs by the Support and Intervention (S&I) Team ensures that all Equal Opportunity concerns are addressed and any patterns are identified and acted upon. Each policy has a named member of SLT responsible for ensuring staff are aware of the policy requirements, monitoring implementation, measuring impact and updating accordingly and where appropriate. <u>Training</u>

	Staff will receive training on the policy through CPD sessions throughout the year based on different aspects of the policy.
Advance the equality of opportunity between people who share a protected characteristic and those who do not	<u>Leadership</u> Students with English as an additional language are supported by our Reading Co-ordinator through interventions with students and training for staff. They ensure that targeted students are supported by reading and literacy programmes. <u>Monitoring</u> GCSE and A Level Results and data collected throughout the year, is analysed to see how each of the subgroups has performed. Any under-performance of specific subgroups is addressed through the following year's School Improvement Plan, Departmental Improvement Plans and subject specific interventions for individuals and groups. Attendance and punctuality data is analysed on a weekly basis and a dedicated attendance officer is in place to support and promote high levels of student attendance and punctuality. <u>Curriculum</u> Teaching as part of both the whole school and the pastoral curriculum promotes the understanding of and respect for, different groups within the school and wider community. For example, students in all year groups complete PSHE on British Values and this topic underpins almost all PSHE topic delivered on a weekly basis. PSHE lessons have been designed to meet the new requirements of the RSE framework. Assemblies that promote the diversity and equality of students and celebrate all student achievement are a regular feature of the pastoral curriculum. Intervention groups are in place to support students in accessing the curriculum and respecting others. For example, the Special Needs department withdraw some students from lessons to provide literacy support and the wider Pastoral Team and Student Support Centre, provide intervention for a range of students to develop a variety of skills, including social skills and managing conflict.
Foster good relations between people who share a protected characteristic and those who do not	<u>Leadership</u> The Pastoral Team, including Heads of Year, Pastoral Support Officers and Learning Mentors, are on hand all day to help and advise students in their conduct. Celebration events are a regular feature of the school calendar (celebration assemblies, evenings & trips as well as performance events) to enable the school community to

	come together to recognise and celebrate the achievement of <u>all</u> of our students. <u>Leadership of SMSC (Spiritual, Moral, Social and Cultural Education)</u> An Assistant Headteacher is our SMSC Co-ordinator and there is a policy in place to oversee the aspects of the curriculum that promote the students' Spiritual, Moral, Social and Cultural Education. As part of the self-review process, department leads are required to monitor how their curriculum promotes our students' Spiritual, Moral, Social and Cultural education. Our charity work helps students to: • develop an awareness of local, national and international charities • support (and for our charity leaders help organise) a range of fundraising events • develop a sense of community. There are various Student Voice opportunities to select charities to benefit from any fundraising and raised awareness of students. For example, non-uniform day and food bank collections that benefit various local charities. This encourages philanthropy amongst our students alongside learning new skills and developing a greater understanding of different lives and cultures. Our charity work helps students to: • develop an awareness of local, national and international charities • support (and for our charity leaders help organise) a range of fundraising events • develop a sense of community. <u>Curriculum Monitoring</u> A curriculum audit was undertaken in 2021 to ensure that it reflects the diversity of our school community. <u>Religious Education Leadership</u> The Head of RE ensures that the SACRE syllabus is covered across KS3 and KS4. <u>Religious Education Curriculum JGE</u> Explicit RE lessons across KS3 and offered as a specific GCSE at KS4. It's also taught at KS4 across subject and pastoral curriculum. <u>Curriculum</u>
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	Drop Down enrichment days and various school trips are scheduled to enable students to develop social and moral skills. The schools' careers education plan shows the extent to which students have contact with local and national employers.
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Appendix 2

The Compton School Equality Duty Grid

Specific duty	Evidence & impact
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act	<u>Policy and procedures</u> The following policies and procedures are in place so that the school community are aware of their roles and responsibilities with regard to eliminating conduct prohibited by the Equality Act 2010: • Equalities Policy • Admissions Policy • Anti-bullying Policy • Accessibility Plan • Positive Behaviour Policy • Charging and Remissions Policy • Complaints Policy • Safer Recruitment Policy • SEND Policy • Looked After Children Policy. The open access policies are available on the school website in the school information, policies and procedures area. <u>Leadership</u> An Assistant Headteacher has responsibility for Equal Opportunities and oversees initiatives for their promotion across and within the school community. All Trustees and School Governors are provided with detailed data and analysis about the achievement and progress of groups and also comparative data about exclusions and attendance. Achievement and progress of groups regularly feature as performance management objectives for Senior and Middle Leaders and feature in our School Improvement Plan. <u>Monitoring</u> Careful monitoring of behaviour logs by the Support and Intervention (S&I) Team ensures that all Equal Opportunity concerns are addressed and any patterns are identified and acted upon; this includes planning of bespoke assemblies and behaviour curriculum personal development sessions to address key areas of concern. Each policy has a named member of SLT responsible for ensuring staff are aware of the policy requirements, monitoring implementation, measuring impact and updating accordingly and where appropriate. <u>Training</u>

	Staff will receive training on the policy through CPD sessions throughout the year based on different aspects of the policy.
Advance the equality of opportunity between people who share a protected characteristic and those who do not	<u>Leadership</u> Ethnic Minority Achievement Co-ordinator has a School Improvement Plan in place to support students with English as an additional language through interventions with students and training for staff. The Co-ordinator ensures that targeted students are supported during lessons and through weekly after school support sessions. GCSE and A Level Results analysis demonstrates how each of the subgroups has performed. This evidence will also include an action plan to address any under-performance of specific subgroups. Attendance and punctuality data is analysed on a weekly basis and a dedicated attendance officer is in place to support and promote high levels of student attendance and punctuality. <u>Curriculum</u> Teaching as part of both the whole school and the pastoral curriculum promotes understanding and respect of different groups within the school and wider community. Assemblies that promote the diversity and equality of students and celebrate all student achievement are a regular feature of the pastoral curriculum. Intervention groups are in place to support students in accessing the curriculum and respecting others. For example, the Curriculum Support, English department and Lexia Lead withdraw some students from lessons to provide literacy support, and the Year Managers provide intervention for a range of students to develop a variety of skills, including social skills and managing conflict. <u>Training</u> All staff will receive training throughout the year on the use of language to promote equalities.
Foster good relations between people who share a protected characteristic and those who do not	<u>Leadership</u> A pastoral system is in place with a team of non-teaching Year Managers from Years 7 to 13 to offer support and guidance to individual students and their families throughout the school day. Celebration events are a regular feature of the school calendar (celebration assemblies, evenings & trips as well as performance events) to enable the school community to come together to recognise and celebrate the achievement of <u>all</u> our students.

	Whole school Equalities Leaders are in place to ensure that the wider student community is involved in the promotion of equal opportunities. The Equalities Leaders work on promoting whole school events; provide consultation on key equalities topics and are a visible presence for all students around the school. <u>Leadership of SMSC (Spiritual, Moral, Social and Cultural Education)</u> A member of SLT oversees PSHE, including SMSC. A policy is in place to oversee the aspects of the curriculum that promote the students Spiritual, Moral, Social and Cultural Education. Charity Leaders are in place to enable the student community to have a voice in selecting, fundraising for and raising awareness of charitable organisations. This encourages philanthropy amongst our students alongside learning new skills and developing a greater understanding of different lives and cultures. Our charity work helps students to: • develop an awareness of local, national and international charities • support (and for our charity leaders help organise) a range of fundraising events • develop a sense of community. <u>Curriculum Monitoring</u> A curriculum review is underway to ensure that it reflects the diversity of our school community. An SMSC audit is underway to review how spiritual, moral, social and cultural education this is covered in the taught curriculum. <u>Religious Education Leadership</u> RE co-ordinator in place to ensure that the SACRE syllabus is covered across KS3 and KS4. <u>Religious Education Curriculum</u> Explicit RE lessons across KS3 and offered as a specific GCSE at KS4. It's also taught across KS4 across subject and pastoral curriculum.
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Appendix 3
Stopsley High School Equality Duty Grid

Specific duty	Evidence & impact
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Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act	<u>Policy and procedures</u> The following policies and procedures are in place so that the school community are aware of their roles and responsibilities with regard to eliminating conduct prohibited by the Equality Act 2010: • Equalities Policy • Admissions Policy • Anti-bullying Policy • Accessibility Plan • Positive Behaviour Policy • Charging and Remissions Policy • Complaints Policy • Safer Recruitment Policy • SEND Policy • Looked After Children Policy. The open access policies are available on the school website in the school information, policies and procedures area. <u>Leadership</u> The Senior Deputy Headteacher has responsibility for Equal Opportunities. The member of SLT responsible for Equal Opportunities oversees initiatives to promote Equal Opportunities. All Trustees and School Governors are provided with detailed data and analysis about the achievement and progress of groups and also comparative data about exclusions and attendance. Achievement and progress of groups regularly feature as performance management objectives for Senior and Middle Leaders and feature in our Trust and School Improvement Plans. <u>Monitoring</u> Careful monitoring of behaviour considered to be in breach of Equal Opportunities is monitored by the Support & Intervention Team who ensure that all concerns and patterns are identified so that the necessary action can be taken. Each policy has a named member of SLT responsible for ensuring staff are aware of the policy requirements, monitoring implementation, measuring impact and updating accordingly and where appropriate.
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	<u>Training</u> Staff will receive training on the policy through CPD sessions throughout the year based on different aspects of the policy.
Advance the equality of opportunity between people who share a protected characteristic and those who do not	<u>Leadership</u> English as an Additional Language Co-ordinator has a plan in place to support students with English as an additional language through interventions with students and training for staff. The Co-ordinator ensures that targeted students are supported during lessons and through intervention sessions. <u>Monitoring</u> GCSE results analysis demonstrates how each of the subgroups has performed. This evidence will also include an action plan to address any under-performance of specific subgroups. Attendance and punctuality data is analysed on a weekly basis and a dedicated attendance officer is in place to support and promote high levels of student attendance and punctuality. <u>Curriculum</u> Teaching as part of both the whole school and the PSHCE curriculum promotes understanding and respect of different groups within the school and wider community. For example, students in all year groups complete PSHE on British Values. As an early adopter of the RSE framework, PSHE lessons have been designed to meet the new requirements. Assemblies that promote the diversity and equality of students and celebrate all student achievement. Intervention groups are in place to support students in accessing the curriculum and respecting others. For example, the Literacy Lead and SENDCo provide literacy support (Lexia) for a small group of students prior to the school day and phonics. A bespoke package of social skills intervention is provided for a range of students identified as benefiting from this type of support. <u>Training</u> All staff will receive training throughout the year on the use of language to promote equalities.

Foster good relations between people who share a protected characteristic and those who do not	<u>Leadership</u> The Support & Intervention Team, including Key Stage Leaders, Year Managers and members of the Inclusion Team, are available and proactively patrolling throughout the day to help and advise students on their conduct. Our Top-Class Student initiative outlines for students the conduct expectations which results in students' efforts being celebrated and achieving Bronze, Silver and Gold Award status. Student achievements are further acknowledged in celebration assemblies and reward trips. These events enable the whole school community to come together to recognise and celebrate the achievement of <u>all</u> of our students. <u>Leadership of SMSC (Spiritual, Moral, Social and Cultural Education)</u> SMSC is incorporated into the curriculum in all areas to promote to students Spiritual, Moral, Social and Cultural Education. As part of the self-review process, curriculum leads are required to monitor how their curriculum promotes the students Spiritual, Moral, Social and Cultural education. Through the community strand of our Top-Class Student initiative staff and students work together to support local and national charities through fundraising in order to develop a greater understanding of different lives and cultures. There are various Student Voice opportunities to select charities to benefit from any fundraising and raised awareness of students. For example, Keech trail initiative and food bank collections that benefit various local charities. This encourages philanthropy amongst our students alongside learning new skills and developing a greater understanding of different lives and cultures. Our charity work helps students to: • develop an awareness of local, national and international charities • support (and for our charity leaders help organise) a range of fundraising events • develop a sense of community. As part of the self-review process, department leads are required to monitor how their curriculum promotes the students Spiritual, Moral, Social and Cultural education. <u>Curriculum Monitoring</u> The curriculum is reviewed regularly to ensure that it reflects the diversity of our school community.
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	<u>Religious Education Leadership</u> The Ethics & Philosophy Subject Lead ensures that the SACRE syllabus is covered across KS3 and KS4. <u>Religious Education Curriculum</u> Explicit RE lessons which we have titled as Ethics & Philosophy, are embedded into the KS3 curriculum and offered as a specific GCSE at KS4. Related themes at KS4 are addressed across curriculum areas, including PSHCE and tutor time. <u>Curriculum</u> The schools' PSHCE curriculum encompasses careers education within it so that it is a spiral curriculum and ensures that there is full coverage of the Gatsby benchmarks.
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7. Link to other policies/codes of practice/handbooks

- Accessibility Plan
- MLT Admissions Policy
- Anti-bullying Policy
- MLT Charging Policy
- MLT Code for Staff
- Code for Students
- MLT Complaints Policy
- MLT Curriculum Policy
- MLT SEND Policy
- SEND Information Reports
- Exclusions Policy
- Positive Behaviour Policy
- MLT Safeguarding and Child Protection Policy
- MLT Safer Recruitment Policy
- SEN Information Report
- MLT Staff Capability Policy
- MLT Staff Conduct Policy
- MLT Staff Grievance Policy
- MLT Staff Induction
- Teaching and Learning Handbook
- Uniform Policy
- MLT Whistleblowing Policy.