



# Single Equality and Diversity Objectives Statement



Adopted by the LGB of each school at the spring term meeting.

Approved by DLAT Board of Directors: 05/02/19

“Teach children how to live and they will remember it all of their lives”  
(Proverbs 22:6)

“Let your Light shine”  
(Matthew 5:16).

## **OPENING STATEMENT**

Our cluster partnership includes Croxton Kerrial CE Primary School, Redmile CE Primary School, Waltham-on-the-Wolds CE Primary School and Wymondham CE Primary School; all schools are academies within the Diocese of Leicester Academies Trust (DLAT). We are a family of schools serving both Church and community where diversity is celebrated and respect and dignity are paramount. Our aspirations are high for the children we serve and we use our combined strengths in wisdom and fellowship to support them and each other to be successful.

Our strong sense of community and collaboration ensures happiness, fulfilment and well-being are key, so that children know they are loved by God and in turn grow to love learning, to love life and to love others. Our ambition is for all our staff, children and schools to flourish, living life in all its fullness.

### **Ethos Statement**

Recognising our historical foundation, each school will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with our local churches at parish and diocesan level.

We aim to serve our community by providing an education of the highest quality within the context of religious belief and practice. We encourage an understanding of the meaning and significance of faith and promote Christian and British values through the experiences we offer to all our pupils.

We teach our children to behave in God's image and to seek inspiration from Him so that school is a highly positive experience for everyone.

This Single Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability.

This policy is applicable to all children and staff in our schools.

In our schools, we welcome our duties under the Equality Act 2010. Each school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Gender.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

We aim to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our schools are committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

### **AIMS TO ERADICATE DISCRIMINATION**

Our schools aim to limit and abolish prejudicial incidents, attempting to create a prejudice-free environment that is beneficial to promote strong community and living well together.

Our schools are opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the DLAT CEO. The Local Authority may also provide some support.

Strategies to implement our vision for equality:

- To ensure all learners have equal access to a rich, broad, balanced, inclusive and relevant curriculum that allows for a range of different learning styles.
- To use contextual data to improve the ways in which we provide support to individuals and groups of children.
- To monitor achievement data by gender, ethnicity, special educational needs, disability, free school meals, etc. and action any gaps.
- To take account of the achievement of all children when planning for future learning and setting challenging targets.
- To ensure all children have the opportunity to take a full and active role in school life, including the full range of extra-curricular activities, in order to prepare them for life in a diverse society.
- To use materials that reflect the diversity of the school's population and local community in terms of race, gender and disability, without stereotyping.
- To promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice and promote the principles of fairness and justice for all.
- To seek to involve all parent/carers in supporting their child's education.
- To have high expectations of the whole school community and help individuals to fulfil their aspirations.
- To provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.
- To recognise and value bilingualism.
- To encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning, including teaching and

classroom-based approaches that are appropriate for the whole school population and which are inclusive and reflective of our pupils.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Demonstrating a commitment to Christian values and British values whilst respecting all faiths and denominations; all cultures and ethnic backgrounds; all beliefs and traditions.
- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes, trips, assemblies, etc. which pose conflicts to their own beliefs. Similarly, upon induction, staff are offered the opportunity to declare their right to withdrawal from participating in, for example, the teaching of religious education, attending collective worship assemblies, although the recruitment process will acknowledge the fact that we are a Church of England primary school and as such a Christian ethos underlies our work.

## **DEALING WITH PREJUDICE**

Our schools do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through a thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils (and staff) are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school.
- Treat other members of the school unfairly.

The school’s employees will:

- Promote diversity equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

## EQUALITY AND DIGNITY IN THE WORKPLACE

Our schools do not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race, colour, nationality, ethnic or national origin.
- Religion or belief.
- Sex or sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school’s various policies relating to equality. We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

### Responsibility

We believe that promoting Equality is the whole school’s responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Executive Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

School Community	Responsibility
Senior Management Team	<p>To support the Executive Head Teacher as above</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Non-teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated</p> <p>Support colleagues within the school community</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

**We will ensure that the whole school community is aware of this Single Equality Policy by publishing it on our school website or by providing hard copies for those who request it; this includes large text versions if required.**

## **Complaints**

Complaints with regard to this policy will be dealt with via the school's complaints procedure, a copy of which is available on the school website or from the school office upon request.

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on Leicestershire county council website: <https://www.leicestershire.gov.uk/about-the-council/equality-and-diversity>

## **Monitor and Review**

Every three years, we will review this policy in relation to any changes in our school profile. Our objectives will underpin our School Development Plan and therefore will be reviewed as part of this process. This is to ensure we continue to develop a culture of inclusion and diversity in which all those connected to our cluster of schools feel proud of their identity, are able to participate fully in school life and are encouraged to live well together as reflected in the Church of England Vision for Education 2016.

J V Hopkins 2020