Haywood Village Academy

High aspirations - Valuing learning – Achievement for all

CLF Equality, Diversity and Inclusion Statement

Haywood Village Academy, part of the Cabot Learning Federation (CLF), recognises and celebrates diversity, including that which exists within our pupil and staff populations and the communities we serve. We are committed to advancing equal opportunities for all and eliminating discrimination on any basis, including disability, ethnicity, gender, gender identity, age (except pupils), marriage and civil partnership, pregnancy and maternity, sexual orientation, and religion or belief (defined as Protected Characteristics) so that equality, diversity and inclusion (EDI) underpin all we do.

We recognise the following duties under the Equality Act 2010:

- Eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Act;
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it ;
- Fostering good relations across characteristics - between people who share a protected characteristic and people who do not share it.

Regardless of the statutory responsibilities the CLF recognises the positive impact that a cohesive and inclusive EDI strategy can achieve. This includes but is not limited to:

a) Ensuring that all students maximise their potential regardless of their background or characteristics.

b) Responding to the changing diversity of our students, communities or colleagues and the opportunities this presents.

c) Addressing under representation within the work place and in particular within leadership positions. Broad representation is key to ensuring that both pupils and staff have positive role models to provide inspiration and ambition.

d) Deliberately pursuing strategies to ensure fair and equal pay opportunities for different groups, including addressing the gender pay gap.

e) Harnessing the power and leverage of leadership within the Academy

f) Celebrating the opportunities created through EDI

At Haywood Village Academy we recognise that supporting a diverse organisation is a continuous process where long term and sustainable plans are key. We recognise that attracting, advancing, developing, engaging and retaining a diversity of talent is important; alongside delivering equity of opportunity for our pupils whilst fostering an inclusive culture where differences are valued and enhanced. This is a continuous process where long term and sustainable plans are key.

Haywood Village Academy holds a long and deep commitment to welcoming diversity, examples of which are demonstrated on a day-to-day basis throughout the Academy. The culture of the Haywood Village Academy has supported the aim to positively encourage EDI. Our specific diversity related achievements include:

- Establishing an assembly programme, including whole school 'Team talk' discussing life with deliberate focus and or consideration to the protected characteristics.
- Opportunities are within the curriculum to learn about cultural and religious customs and festivals, including local trips and guest speakers.
- The curriculum teaches children through key concepts within local and global contexts. For example, as geographers or as people who are religiously conscious, or as historians, and this has ensured our children (aged 3-10) have had regular opportunities to begin to understand their diverse world.
- Specific days are celebrated and discussed through regular teaching sessions or assemblies e.g. LGBTQ+ agenda, charity events, World Mental Health Day, Black History Month etc.
- Linking with other schools through the 'linking programme'. This provides opportunities for children of similar ages to communicate together and create sustained positive interactions.

The pursuit of the EDI agenda is a continuous process and our next objectives are:

- Addressing the opportunity of staff representation to provide role models to children.
- Develop empathy within staff and be confident in the language we use to discuss these different stages of life.
- To extend curriculum opportunities by successfully partake in the linking programme for schools and for this to have measurable impact on pupil progress and attainment in Year 5.
- To raise the attainment of pupils who are financially disadvantaged (pupil premium), including those pupils whose families are newly financially disadvantaged as a result of the pandemic.

Truon Ellis
Principal – Haywood Village Academy