



High aspirations - Valuing learning – Achievement for all

### **CLF Diversity, Equity, Inclusion and Belonging Statement**

Haywood Village Academy, part of the Cabot Learning Federation (CLF), is deeply committed to advancing Diversity, Equity, Inclusion and Belonging (DEIB) throughout our school community. We recognise and embrace 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 Diversity, Equity, Inclusion and Belonging (DEIB) underpins 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.

Beyond meeting statutory responsibilities, Haywood Village Academy is committed to fostering a culture where equity, diversity, inclusion, and belonging are actively championed. We recognise the transformative impact a cohesive and inclusive DEIB strategy can have across our community. 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 workplace 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 DEIB.

At the heart of our approach is a commitment to ensuring every child feels safe, valued, and genuinely seen. We believe that each learner's identity, lived experiences, and voice should be woven into every aspect of their education.

We are privileged to serve an increasingly diverse community, representing a rich tapestry of cultures, faiths, races, and backgrounds. This diversity is not only honoured, but it actively informs and enriches our curriculum and the wider life of our school. We endeavour to create a learning environment that reflects the community we serve in meaningful and authentic ways, ensuring every child feels represented, valued, and included.

### **Successes and Implementation:**

a) **Values-led assemblies:**

We deliver a carefully planned programme of assemblies, including mixed-age *Team Talk* sessions, which explore life experiences, promote our school values, and encourage thoughtful discussion around the protected characteristics.

b) **Curriculum experiences that reflect our community:**

Across the curriculum, children learn about cultural and religious traditions, customs, and festivals. This includes opportunities for local educational visits and welcoming guest speakers who broaden pupils' understanding of the diverse communities around them.

c) **Concept-driven learning:**

Our curriculum is organised around key concepts and meaningful contexts - local and global. Whether learning as geographers, historians, or religiously conscious individuals, children aged 3–10 regularly engage with ideas that help them understand and appreciate the wider world they are part of.

d) **Celebrating key moments and identities:**

Throughout the year, we mark significant awareness days and celebrations through teaching, discussion, and assemblies. These include, for example, World Mental Health Day, Black History Month, charity events, and LGBTQ+ inclusion themes. These opportunities deepen empathy and strengthen children's sense of belonging.

While we are proud of the steps we have taken so far, we recognise that inclusion, equity, and belonging are part of an ongoing journey. We remain committed to listening to our community, reflecting on our practice, and continually strengthening our approach so that every child feels seen, heard, and valued.

### **Objectives/Actions for 2025-2026**

a) **Foster an inclusive and welcoming school culture**

Continue to build a school environment where all children, families, and staff feel welcomed, respected, and included, and where diversity is recognised and celebrated across daily school life.

b) **Promote awareness and understanding across the community**

Offer meaningful opportunities for pupils and staff to learn about a wide range of cultures, identities, abilities, and perspectives, helping everyone to develop empathy, curiosity, and mutual respect.

c) **Amplify pupil and staff voice**

Create safe and supportive spaces where children and adults can share their experiences, ideas, and concerns openly, ensuring that every voice contributes to shaping our inclusive practice.

d) **Ensure access to inclusive and diverse literature**

Provide children with a wide range of books that reflect varied backgrounds, experiences, and perspectives, supporting both curriculum enrichment and pupils' personal development.

e) **Stay responsive to evolving EDI best practice**

Remain informed about national and local developments in EDI policy, regularly reviewing our approach and implementing updates to ensure our practice continues to be current, inclusive, and effective.

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Principal – Haywood Village Academy