Diversity, equity and inclusion statement for The Castle Federation

The schools in our Federation are committed to diversity, equity and inclusion, our vision and values promote a culture of love, kindness and respect. Where our Federation community is thankful for the diversity that exists within.

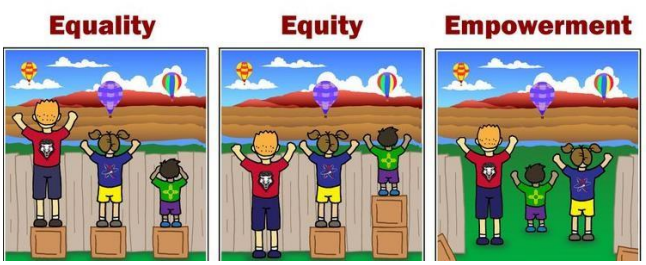
Flourishing in learning in love
Do everything in love
(1 Corinthians 16:14)

Kindness Resilience Respect Thankfulness

Diversity, Equity and Inclusion are at the forefront of this, these are our definitions of the terms:

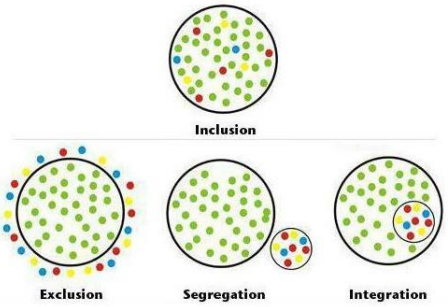
Diversity
Diversity is a group of people who are different in the same place. It means having a range of people with various racial, ethnic, socio-economic, and cultural backgrounds and various lifestyles, experience, and interests. Having a variety of individuals and points of view represented in the school.

The term "**equity**" refers to fairness and justice and is distinguished from equality:



Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances.

Inclusion is a state of being valued, respected and supported. It is about focusing on the needs of every individual and ensuring the right conditions are in place for each person to achieve his or her full potential.



The school's objective is to meet the expectations of the Equality Act 2010 (Public Sector Equality Duty) which states the three points of purpose are:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations – between people who share a protected characteristic and people who do not share it.

The philosophy of everyone within the Federation talks of valuing the individuality of all our pupils and the whole Federation community. We will give all our pupils every opportunity to achieve the highest of standards. Discriminatory behaviour can be extremely harmful, it is not acceptable here and we do not tolerate bullying, or harassment of any kind. We take active steps to protect everyone in the school community, particularly those who are considered to have a protected characteristic:

1. Age
2. Disability
3. Sex (gender)
4. Race (ethnicity)
5. Pregnancy and Maternity
6. Religion and Belief
7. Sexual Orientation
8. Gender identity
9. Marriage and Civil Partnership

In addition, the schools in the Federation will commit to focus on neurodiversity, socio-economic status and social mobility within the community.
As a Church Federation we use the Church of England's Anti-Bullying guidance:

"Every child deserves to learn in an environment where they are loved, supported, and respected."

Bishop Jonathan Frost
nse-flourishing-for-all-part-a-and-b-for-publication-september-2024-1.pdf

Our equality objectives are:

- To ensure spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.
- To eliminate prejudice and ensure excellent understanding of diversity, equity and inclusion, through training and direct teaching across the curriculum and school community communication.
- We seek to ensure gender equity by assessing individual needs and personalising these with the use of teacher interventions and strategies so that each pupil, regardless of gender, can realise their potential.
- To make reasonable adjustments, within the curriculum, to meet the needs of all

learners.

- We are committed to ensuring that positive action is taken where necessary to redress the balance or inequality that may exist.
- To tackle and challenge stereotypes and prejudice through the curriculum, assemblies and through ongoing discussions.
- All staff to be excellent role models in their relationships with each others, pupils, parents and members of the community. and visitors by upholding the values and expectations of the Equality Act.
- To monitor the pupil outcomes of all groups and individual children ensuring there are no trends in underperformance.
- To ensure there is equality in recruitment processes.

This statement was created with stakeholders and will be reviewed every two years by governors.