



# COLLABORATIVE LEARNING TRUST

Working Together to Secure Success

## Equality and Diversity Charter



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## EQUALITY & DIVERSITY CHARTER

### PURPOSE

We want all schools in the Collaborative Learning Trust to be harmonious, inclusive places where every individual can thrive and reach their full potential because differences are celebrated, inequality is eradicated, and discrimination is systematically addressed.

Our Equality & Diversity Charter is underpinned by the values of our Trust – the things that are important to us:

- Education for the common good of the whole community
- Education for dignity and respect
- Education for wisdom, knowledge and skills
- Education for hope and aspiration

### OUR EQUALITY AND DIVERSITY CHARTER

Our Equality & Diversity Charter sets out our ambition to provide, regardless of individual characteristics or background:

- the best possible educational provision for all our learners, enabling them to achieve the best possible outcomes.
- a fully inclusive, supportive work environment for all members of staff.

We undertake to achieve this through actions which fall under six key areas:



## 1. Leadership commitment

School leaders, including governors, will lead by example and be ambitious in their drive to embed equality and diversity within the life and work of the school. This will ensure that:

- there is a named **Equality Lead** in each school to drive the school's equalities work and to lead its engagement with the **Red Kite Alliance RED Award**.
- there is appropriate **training for all staff and governors** to empower them with the confidence, knowledge and skills to play their part in championing equality and diversity.
- the school's **policies, practices and systems** systematically take account of equality and diversity.
- **strategic improvement planning** prioritises equality and diversity, with actions to build on current strengths and address identified areas for development.

## 2. A respectful culture

We will create, and continue to develop, a nurturing, welcoming, respectful and inclusive culture in all our schools. This will include ensuring that:

- the school's **vision and values** clearly convey its commitment to equality and diversity.
- all **staff, including leaders, model a respectful culture** based on strong, positive, supportive relationships.
- **everyone feels valued** and is encouraged to have their say, knowing that their voice will be **listened to**.
- there is **open, honest dialogue** whilst also considering the feelings of others.

## 3. A diverse, inclusive curriculum

We will deliver a rich curriculum which provides a range of perspectives, and which gives learners the knowledge, understanding and experiences they need to develop as confident, respectful and compassionate global citizens. This will include ensuring that:

- opportunities for **learning about the protected characteristics and fundamental British values** are woven into a wide range of subjects across all year groups and are regularly reviewed.
- pupils can see themselves, and others, reflected in the **curriculum materials** used. These will avoid reinforcing stereotypes and provide positive representation of all aspects of diversity.
- topics, resources and activities **engage, and meet the needs of, all learners**, taking account of individual learning needs and differences in terms of culture, religion, gender, etc.
- there are opportunities for learners to **learn about different cultures** and to develop their sense of **global citizenship** including issues such as sustainability and social justice.

## 4. Opportunities for all to flourish

We will work to achieve equality of opportunity so that everyone learning or working in our schools can reach their full potential. This will include ensuring that:

- there are **high levels of attendance** for all learners, with close monitoring in place and improvement strategies implemented to narrow any gaps between groups and/or individuals.
- there is equitable access to a broad range of **enrichment opportunities**, with strategies in place to monitor and maximise the participation of all groups of learners.
- **resources are directed to reduce barriers** experienced by particular groups or individuals, including through additional interventions and/or reasonable adjustments, where appropriate.
- **staff and governor recruitment and development** provide equality of opportunity. Systems are in place to monitor and, where appropriate, address any identified under-representation.

## 5. Preventing and tackling bullying

We will take a proactive approach to preventing and, where necessary, tackling all forms of bullying and discrimination, including prejudice-based bullying. This will include ensuring that:

- all members of staff take **collective responsibility** for preventing and tackling bullying and discrimination and know how to address this.
- there is a **rigorous anti-bullying curriculum** in place for all age groups, including through assemblies and engagement in initiatives such as Anti-bullying Week.
- there is a **'no bystanders' approach** to bullying and discrimination where all members of the school community are encouraged to 'speak up' and all incidents are systematically challenged.
- there are **robust systems for reporting, recording and monitoring** any incidents of bullying or discrimination.

## 6. Engaging the wider community

We will work with the wider community to enhance our own learning through collaboration, to amplify the impact of our equality and diversity work and to show solidarity with others. This will include ensuring that:

- we **engage all parents/carers** in our work and provide opportunities for meaningful consultation.
- we create and exploit opportunities for **Trust-wide collaboration** to enable all members of our school communities to learn from different perspectives and share experiences.
- we develop **local community partnerships**, including by inviting individuals and organisations into school to provide interactions with a diverse range of role models.
- we create opportunities for our learners to **make a positive contribution** in their local area and to develop a sense of solidarity, compassion for others and courageous advocacy.



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