The Canterbury Academy Trust
Schools for all the Talents

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Equality, Diversity, Inclusion and Belonging Statement and Objectives.

At The Canterbury Academy Trust, we work hard to eliminate direct and indirect discrimination, harassment, and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with the nine protected characteristics listed in the Equality Act 2010 in mind. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at The Canterbury Academy Trust we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our school ethos and values

The key beliefs which underpin and drive all we do are simple. We believe that every learner matters and that every child is good at something – that all children walk with genius – and that school should be the place where children discover and build upon their own individual talents.

We believe in the comprehensive ideal. We believe that all talents should be valued. We believe that academic excellence is important but that there are also other important things. We believe that art, music, drama, sport, practical skills, being a good person, caring for and working with others are all valuable. We believe in teamwork and that all students should have pride in themselves, each other and their contribution to their school and communities.

Our aim is to provide 'as much as possible, as often as possible, for as many as possible.' We believe that education and learning can be fun and a way to bring different groups together. At the end of their time with us we hope for all our students to leave as happy, positive, confident individuals, proud of what they have achieved and ready to play an active and constructive part in society.

As an educational establishment, we are committed to building a culture where difference is valued, understood, and respected.. It is our aspiration to build a culture where difference is valued, understood, and respected.

How we eliminate discrimination, harassment and victimisation and advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

The Canterbury Academy Trust does not tolerate direct or indirect discrimination, harassment, or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes. In addition to the protected characteristics, we also recognise that socio-economic background and class can have an adverse impact on student's ability to fully engage in school activities and opportunities.

We conduct surveys with staff, pupils, parents, and carers to identify areas that they feel the school is doing well and areas for improvement. We then act on these findings.

We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Teaching and creating a culture of empathy, acceptance, inclusion and understanding of others, particularly those who are marginalised in society, through our core learning, mentoring sessions, and assemblies.
- Continuing to roll out our *Canterbury Reads* programme (currently involves years 7-8). These teacher-led reading sessions take place during mentoring and expose students to stories of a diverse range of issues and people, with themes around autism, food bank users, racism, migration, belonging, wellbeing, community, diversity, inclusion, empathy, and advocacy.
- Prioritising restorative justice and education responses in the way we tackle discrimination and/or prejudiced behaviour and attitudes. We are adopting a tier system of approaches that seeks to educate individuals, promote acceptance and encourage attitudes shifts and understanding rather than resorting to sanctions as a first option.

The Canterbury Academy Equality Objectives

At The Canterbury Academy, our equality objectives consider the size and circumstances of our school and in developing our objectives, we have considered the following potential aims:

- Increase participation in extracurricular and enrichment activities.
- Advance equality of opportunity between people who share and do not share protected characteristics.
- Narrow gaps in terms of student outcomes
- Improve sense of belonging and wellbeing among groups with protected characteristics
- Increase representation of those with protected characteristics
- Reduce the number of prejudiced incidents.
- Reduce, internal exclusions and suspension rates.

1. Reduce the incidence of prejudiced and discriminatory language, behaviour, and attitudes between students by establishing and embedding a tier system of responses to incidents of prejudiced and discriminatory behaviour. This system will prioritise restorative justice approaches and education pathways as a first resort before sanctions. We will train pastoral staff in handling these difficult conversations in the first instance and to wider staff at a later point. As an educational organisation, educating young people on the impact of this kind of behaviour on others and the ways in which groups with protected characteristics are marginalised in society is, we believe, the most effective, long-term approach. This approach will support positive relations between people who share protected characteristics and those who do not. In year 1, this system will track and monitor incidents, and a measure of efficacy would be a reduction in incidents in subsequent years and a

positive correlation between the responses to incidents and a reduced reoffending rate for individuals.

2. Roll out our literacy flagship programme, *Canterbury Reads*, to year 9s by September 2025. This scheme includes a range of stories promoting empathy, acceptance, inclusion and understanding of others, many of whom are marginalised in society. Students across years 7-9 will be exposed to storylines that will promote cohesive communities and improve understanding of those who share protected characteristics.

3. Reduce the impact of socio-economic status and class on the behaviour and learning and improve the participation of students affected by these issues. We will identify a key group of these students affected, voice them and develop a strategy to improve engagement for them. Developing in these students a sense of belonging and place in the world will help foster good relations with others and promote their own self-esteem and resilience and reduce personal susceptibility to prejudiced ideas and attitudes.

4. Continue to review curriculum content, resources, presentations, and home learning materials to better reflect the diversity of the society we live in. We will begin to 'usualise' learning that refers to and represents people who have protected characteristics as well as those who do not. Each subject will be able to demonstrate examples of where this has taken place, and departmental displays will reflect representation and inclusivity. From September 2025 this will be embedded into the Quality Assurance schedule for the year.

5. Further embed termly themes and values across departments so that Equality themes are explored across the school in the range of subjects and become 'usualised' and explicitly referred to in learning, aligning where possible with the wider school themes. This will deepen the existing strengths of our personal development strands in core, mentoring and assemblies. The termly themes broadly encapsulate national and international events that we observe as a school within the termly windows. They are Resilience & Representation (term 1); Democracy (term 2); Acceptance & Inclusion (term 3); Equality & Diversity (term 4); Environmental Responsibility & Action (term 5) and Community & Altruism (term 6).

These objectives will be reviewed in September 2025.