

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 curriculum, school promises, behaviour curriculum and assemblies.
- Implementing a curriculum that is representative of our diverse school community and inclusive of all protected characteristics. Our curriculum is designed to be accessible for all students, ensuring that everyone can engage with and benefit from the learning opportunities we offer. By integrating diverse perspectives and inclusive practices into our teaching, we have created an environment where all students feel valued and respected. This approach not only prepares our students to thrive in a multicultural society but also promotes understanding, empathy, and respect for all.
- Prioritising restorative justice and education responses in the way we tackle discrimination and/or prejudiced behaviour and attitudes. Introducing an approach that seeks to educate individuals, promote acceptance and encourage attitude shifts and understanding rather than resorting to sanctions as a first option.

**Equality Objectives**

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

1. **Promote Respect and Understanding:** Foster an environment where all pupils, staff, and families are treated with respect and understanding, regardless of their background, abilities, or beliefs.
2. **Ensure Equal Opportunities:** Provide equal access to educational resources, extracurricular activities, and support services to ensure that every pupil has the opportunity to succeed.
3. **Celebrate Diversity:** Recognise and celebrate the diverse backgrounds and cultures of the school community through inclusive curriculum, events, and activities.

4. **Prevent Discrimination and Bullying:** Implement policies and practices that prevent discrimination, harassment, and bullying, ensuring a safe and supportive environment for all pupils.
5. **Encourage Inclusive Practices:** Train staff and educate pupils on inclusive practices that promote participation and engagement from all members of the school community.
6. **Support Individual Needs:** Identify and address the individual needs of pupils, providing tailored support to help them achieve their full potential.
7. **Engage Families and Community:** Involve families and the wider community in the school's efforts to promote equality and inclusion, fostering a collaborative approach to education.
8. **Monitor and Evaluate Progress:** Regularly assess the effectiveness of equality and inclusion initiatives, making necessary adjustments to improve outcomes for all pupils.

These objectives will be reviewed in September 2026.