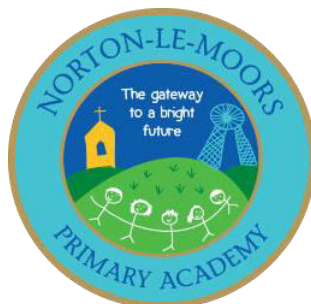


Equality Information & Objectives Statement



Approved by:	Eileen Harvey	Date: 01.09.2026
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Next review due by:	01.09.2027	

Inspirational Learning Academies Trust

Equality Information and Objectives Statement

This will be reviewed once every 4 years, unless needed.

Opening statement

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive. An inclusion register is created in each class and this identifies pupils needs, where then help, support, guidance is sought. This may include the safeguarding officer or school counsellor.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days – SMSC days each half term.
- SMSC representatives in each class.
- SMSC award achieved in each school and Silver award credited.
- Celebrate in each class a display that identifies children from other cultures.
- British Values displayed in each classroom, as well as linked to the school's 3 Golden Rules.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.
- Educational visits to both, local, national and international locations

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Diversity and representation

We have been working hard to redesign and develop our wider curriculum to be as representative of the world as we can. We want lessons that celebrate diversity and promote acceptance and respect. We want a curriculum that allows our children to regularly learn about, and be inspired by, individuals of all abilities from all backgrounds, cultures, genders, sexualities, religions and ethnicities. It is really important for us as a school, that the celebration of differences is embedded in our lessons and discussed frequently at every opportunity possible throughout the year. Weaving diversity throughout our curriculum is an on-going project and something we all feel incredibly passionate about. Being 'diverse' may mean different things to different people. Here at Gray's Farm, we think about the 2010 Equality Act's nine protected characteristics when striving to be as inclusive and representative as possible.



Through our policies in our curriculum, uniform, behaviour and SEND local offer, we ensure that all children are included in all aspects of our school life. This is from accessing school, to learning in the classroom and further learning in our wider community.

Strategies used in school and in the classroom are include:

1. Define clear minimum standards for behaviour. – 3 Golden rules
2. Enforce those standards consistently.
3. Deal with low level disruption in a sensitive way.
4. Create opportunities to listen to all children.
5. Develop a 'scaffolded' approach to learning.
6. A teacher to be aware of the specific needs of every child in the class.
7. Provide support for them in ways which benefit ALL children in your class.
8. Create a calm, purposeful learning environment.
9. Clearly display timetables and key information.
10. Use pre-assessment to inform your planning.
11. Let children choose how to show what they have learned.
12. Don't compare the progress of one child to another; personal progress is key.

Closing statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

Equality Objectives Statement

Identified concern:	The gap between those children in receipt of Pupil Premium funding and those children not.
Objective:	To eliminate the differences and have processes in place which effectively identify and remedy, any differences between these groups of pupils, promoting a culture of inclusivity and understanding.
Aim:	To ensure that pupils, parents and staff understand how school supports those children identified, ensuring that all children are given all opportunities in their learning and start school at equal points.
Action:	To achieve this objective, the school will: • Train staff so that they know how to effectively provide an inclusive curriculum • Promote a culture of inclusivity and understanding by encouraging open communication. • Ensure that all pupils receive a free school uniform and PE kit. All pupils to attend half termly educational visits free of charge to parents.
Responsibility:	The headteacher will be responsible for developing this objective and implementing the appropriate actions.
Affected parties:	Pupils who require additional support to achieve the same as their peers, to reduce prejudicial behaviour and promote a culture of understanding.
Timescales:	Ongoing.
Success criteria:	Pupil attainment for these groups of learners will be equal
Review:	A meeting will be held between the headteacher and the governing board to analyse the results and develop the school's processes where necessary.