



**Inspiring Futures
through Learning**

Inspiring Futures through Learning
Diversity, Equity & Inclusion Policy
September 2023 to September 2025



Policy name:	IFtL Diversity, Equity & Inclusion Policy
Version:	V5
Date relevant from:	September 2023
Date to be reviewed:	September 2025 <i>This policy will be reviewed every two years unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.</i>
Role of reviewer:	IFtL Head of Quality Assurance
Statutory (Y/N):	Y
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Relevant to:	All employees through all IFtL schools and departments
Bodies consulted:	Employees School / department governance bodies
Approved by:	IFtL Board of Trustees
Approval date:	29 th August 2023

Key:

*** Publication on website:**

IFtL website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**** Policy level:**

1. Trust wide:
 - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
 - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
 - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
 - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
 - o *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*



3. School / department policies
 - These are defined independently by schools / departments as appropriate
 - o *Approved by school / department governance bodies.*

Vision

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We value the individuality of all learners and their families, removing any barriers to ensure inclusion into all appropriate aspects of school life. We raise aspirations and expectations of all learners to ensure they achieve success and achieve the best possible outcomes.

Aspirations

We strive to promote and create environments in which all learners can succeed academically, socially and emotionally by nurturing the whole child. We also aim to promote the individuality of all children, celebrating their skills, talents and contributions. We have unmovable high ambitions for **all** our learners which includes access to a broad, balanced and rich curricula so that they achieve the best possible outcomes. This includes but goes beyond the academic, and so they are successful and fully prepared for the next stage of education and ultimately life.

Core Values

We believe that equality of opportunities is a right of all our children, families and staff - it is paramount that we meet the needs of and celebrate the rich and diverse IFtL community. All children can succeed and should have the opportunity to, by setting suitable learning challenges and removing any barriers to learning that can hinder or exclude individuals or groups. Every school within the trust is accountable for ensuring the varied needs of all children are met. We value the individual strengths of our learners and actively encourage their contributions to school life.

Success indicators

All schools within the trust will implement the following indicators:

- 1) We maximise all opportunities to ensure all children, including those from vulnerable groups achieve the highest possible standard. These include those with multiple-vulnerabilities (IFtL middle children).
- 2) We adhere to the Human Rights Act, Public Sector Equality Duty (2011) and Equality Act of (2010) including upholding the characteristics that are protected by the Equality Act 2010 - age, disability, gender reassignment., marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 3) We are solution focused and overcome barriers with determination and a relentless drive.
- 4) Learners and their families feel valued and believe they can succeed.



- 5) Provision is constantly reviewed and the effectiveness evaluated in order to provide the best possible support for individuals.
- 6) We nurture and develop the whole child, academically, socially and emotionally.
- 7) We embrace the diverse talents and skills of our learners and encourage them to share and develop them within the school community.

Diversity, Equity and Inclusion Definitions

DEI (Diversity, Equity and Inclusion) ensures fair treatment and opportunity for all. It aims to eradicate prejudice and discrimination on the basis of an individual or group of individual's protected characteristics.

At its core, equality means fairness: we must ensure that individuals, or groups of individuals, are not treated less favourably because of their protected characteristics.

Equality also means equality of opportunity: we must also ensure that those who may be disadvantaged can get the tools they need to access the same, fair opportunities as their peers.

Diversity is recognising, respecting and celebrating each other's differences. A diverse environment is one with a wide range of backgrounds and mindsets, which allows for an empowered culture of creativity and innovation.

Inclusion means creating an environment where everyone feels welcome and valued. An inclusive environment can only be created once we are more aware of our unconscious biases and have learned how to manage them.

DEI and IFtL

We vision 'to inspire futures of us all through learning together' ensures we are focused on the work of removing barriers, real and perceived, to ensure that world class learning and enriched life experiences are available to all.

We recognise the negative impact of inequality and we are dedicated to ensuring accessible, equitable and aspirational opportunities and educational offer for all. We celebrate and champion diversity to provide opportunities and high ambitions for all which is embedded in everything we do.

One of our strategic priorities, Equitable Futures, embodies our vision and commitment to DEI:

How will we work towards Equitable Futures throughout 2022-25?



Embed a strategy that offers all children and young people the opportunity to thrive, with access to the right support, in the right place and at the right time, so they can fulfill their potential and lead happy, healthy and productive adult lives.



Create a system that provides meaningful, effective pathways for families in times of vulnerability to unlock the responsive and respectful support of wider family networks and multi disciplinary teams.



Bring our Equality Objectives to life in all we do, continuously and proactively encouraging diversity, cognitive diversity and protection of personal individuality

All Our learners

Our schools are committed to ensuring high quality learning experiences and pastoral care for all learners in our schools, including children that may be part of a vulnerable group such as: girls and boys; minority ethnic and faith groups; children who need support to learn English as an additional

language; children with special educational needs (including those with a disability and/or medical needs); able and talented children; travellers, asylum seekers and refugees; children who are looked after by the Local Authority; children who were previously looked after by the Local Authority; children who are eligible for pupil premium; children from service families; children who are at risk of disaffection or exclusion; children who require a higher level of emotional support; children who are summer born; children who are disadvantaged and those with multiple vulnerabilities - our middle children.

Roles and responsibilities

Everyone plays a role!

The responsibility to overcome barriers, ensure all children and their families are fully included in all aspects of school life is a role of every member of the school community and staff. We must all ensure we nurture our inclusive culture and challenge where this is not followed. We will all, together, ensure we comply with the Public Sector Equality Duty (2011) by directly eliminating discrimination; advancing equality of opportunity for all and ensuring we foster good relationships with all people. We will not tolerate any discrimination against someone because of any of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and/ or sexual orientation).

Teaching Approach and Provision

In all of our schools, the teachers are responsible and accountable for the progress of all their learners, including those within any vulnerable group. Our learners will receive high quality teaching from their teachers first and foremost.

High quality teaching includes the effective use of adaptive teaching strategies. At IFtL we believe that adaptive teaching is likely to be:

... less successful when it focuses on differentiation (distinct tasks) and tailoring lessons to 'learning styles'



... more successful when it focuses on:

- Targeted and tailored support
- Additional practice
- Breaking content into smaller components
- Acting swiftly on information from formative assessment
- Teaching carefully selected groups including flexible groups that continually change depending on the lesson

Our IFtL 'middle children'

We know and recognise that young people often experience multi-vulnerabilities and that these add further barriers and challenges we must support the learner and their families to overcome. At IFtL, we have identified what we identify as our 'middle children' who have three key vulnerabilities: SEND, Safeguarding and Pupil Premium. We are especially robust and sharp with our monitoring and tracking of these young people to ensure that they are fully accessing and achieving well across all areas of the curriculum and school life.

CPD and training

All our staff – teachers and support staff– must be effectively trained and supported to help them meet the varied needs of any learner including within any of the vulnerable groups. We need to ensure that staff are fully equipped and have the right knowledge, skills and understanding so they can meet all learners' needs. This training includes delivering high quality teaching (teachers and support staff) and how to effectively adapt teaching to meet need.

The IFtL learning platform provides a wealth of information, courses and videos on all areas of school practice. These can be accessed at any time making them a useful resource which provide staff with flexibility to access at a time that best suits them. The content available on the learning platform will only continue to grow, with members of the IFtL trust as well as external experts contributing information to the platform. The platform can be accessed at: <https://www.iftllearningplatform.co.uk/videos>

Communication and Collaboration

We actively encourage discussion and value the contributions of all stakeholders in ensuring that every child reaches their individual ambitions and potential. Our schools also value the voice of the child and include them in all appropriate decision making. These partnerships are part of the school's review and evaluation cycles to ensure the most effective educational opportunities are offered to the learners.

Disapplication or Modification

Our schools make every reasonable effort to meet the learning needs of all children. Our schools can, where necessary, temporarily modify or disapply the National Curriculum and its

assessment arrangements through Sections 90, 92 and 93 of the Education Act 2000. Our policy is to do this only in exceptional circumstances and with detailed consultation with all stakeholders.

The Curriculum Impact for all children, including those in any vulnerable group: - that all schools within the Trust, through their curriculum, aim to enable children to become:

High achievers & successful learners who have a passion for learning, make progress and achieve

- Have essential skills of English, maths, communication and technology;
- Enjoy and are motivated and determined to reach their full potential, now and in the future;
- Are open to new thinking and ideas;
- Able to learn independently and collaboratively, as part of a team;
- Communicate effectively in a variety of ways;
- Have enquiring minds and think for themselves to process information, reason, question and evaluate;
- Are creative, innovative and resourceful, able to identify and solve problems in ways that draw upon a range of learning areas;
- Know about big ideas and events that shape our world.

Confident individuals who are equipped with the skills to contribute to an ever-changing world

- Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing;
- Relate well to others and maintain good relationships;
- Become increasingly independent and are able to take the initiative;
- Make healthy lifestyle choices;
- Take managed risks and stay safe;
- Are willing to try new things and make the most of opportunities;
- Have a sense of optimism about their lives and the future;
- Develop personal values and attributes such as honesty, empathy and respect for others.

Responsible citizens who make a positive contribution to society

- Are prepared for their role as a family member, in their community and life in modern Britain;
- Have secure values and beliefs and have principles to distinguish right from wrong;
- Understand their own and others' cultures and traditions within British Heritage, and have a strong sense of their own place in the world;
- Co-operate with others;
- Respect others and act with integrity;
- Appreciate diversity;
- Sustain and improve the environment, locally and globally.

All IFtL schools are committed to ensure all our children are:

Ready for learning at each stage of their education and beyond

- Embrace learning and achieving the very best they can be;
- Are fully and well prepared for the next stage in their school journey;



- Understand their own and others contributions to ensure they are best prepared for all aspects of their learning and journey throughout their education;
- Take ownership of their own learning and development;
- Understand what helps them learn and what prevents them developing strategies to overcome barriers.

Purposeful learning experiences provided and embraced throughout all areas of the school curriculum

- Positively respond to high expectations and opportunities provided them;
- Celebrate the unique school and local communities;
- Embrace purposeful learning that challenges and fulfils every individual;
- Are reflective learners who aspire to improve and develop, learning from mistakes;
- Are nurtured, challenged and inspired to achieve their full potential.

Engaged Individuals who are persistent, persevere, creative and are dynamic

- Have a determination to learn and overcome obstacles;
- Embrace challenge and the learning opportunities offered them;
- Mutually respect and trust themselves and others;
- Collaboratively pursue excellence;
- Actively involve and immerse themselves in school and community life;
- Celebrate uniqueness and being part of one school and Trust family;
- Are intrinsically motivated to be the best they can be.

Bullying, discrimination and harassment

We must be aware and be vigilant to any form of bullying, discrimination or harassment of any nature. However, we need to be particularly aware of the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) and any form of behaviour occurring against these rights, including disability, will not be tolerated under any circumstances. As highlighted within KCSIE September 2023, being subjected to harassment, violence and or abuse, may breach children's rights as stated within the Human Rights Act.

Children who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+), identify as LGBTQ+ or are perceived to be LGBTQ+ may be particularly vulnerable to be bullying and we need to be extra vigilant for signs of this.

At IFtL, we will not tolerate any form of bullying, discrimination or harassment and will ensure they are swiftly and fully investigated. We also believe in educating and supporting our school communities to help prevent the occurrence in the first place.

We are aware and must be ultra-vigilant for signs of sexual violence and harassment as we know that it is highly prevalent and children often do not talk out about this and even accept it as the 'norm'. We must ensure this is not the case in any of our schools. Learners with SEND may be particularly vulnerable to bullying, discrimination and harassment and staff will be particularly vigilant for this.



Links to other policies

This policy should be read in conjunction with all other policies referring to vulnerable groups including Special Educational Needs, Pupil Premium and also the IFtL equality statement.

Safeguarding Statement

Safeguarding is everyone's business. IFtL is committed to ensuring that all our children, young people and adults are safe and feel safe.

If you have any concerns at all, raise them **immediately** with the local DSL or IFtL's Head of Safeguarding, Health, Children and Families: vblackmore@iftl.co.uk

For further contact details, see:

- IFtL Child Protection and Safeguarding policy
- IFtL Whistleblowing policy

<https://www.iftl.co.uk/policies/>