

EQUALITY, DIVERSITY AND INCLUSION (EDI) OBJECTIVES 2025-2028



HARTFORD
CHURCH OF ENGLAND
HIGH SCHOOL

Ratified by Governing Board: February 2026
Next Due for Review: Autumn Term 2028

Mission Statement:

Our mission at Hartford Church of England High School is to provide an outstanding, inclusive and ambitious education for all. Children develop and thrive both within and beyond the classroom. They are known, with their talents embraced and promoted. They develop into young people who will make a substantial contribution to the world. They enjoy an education rooted in a shared set of Christian values that radiate the love and truth of Jesus Christ.

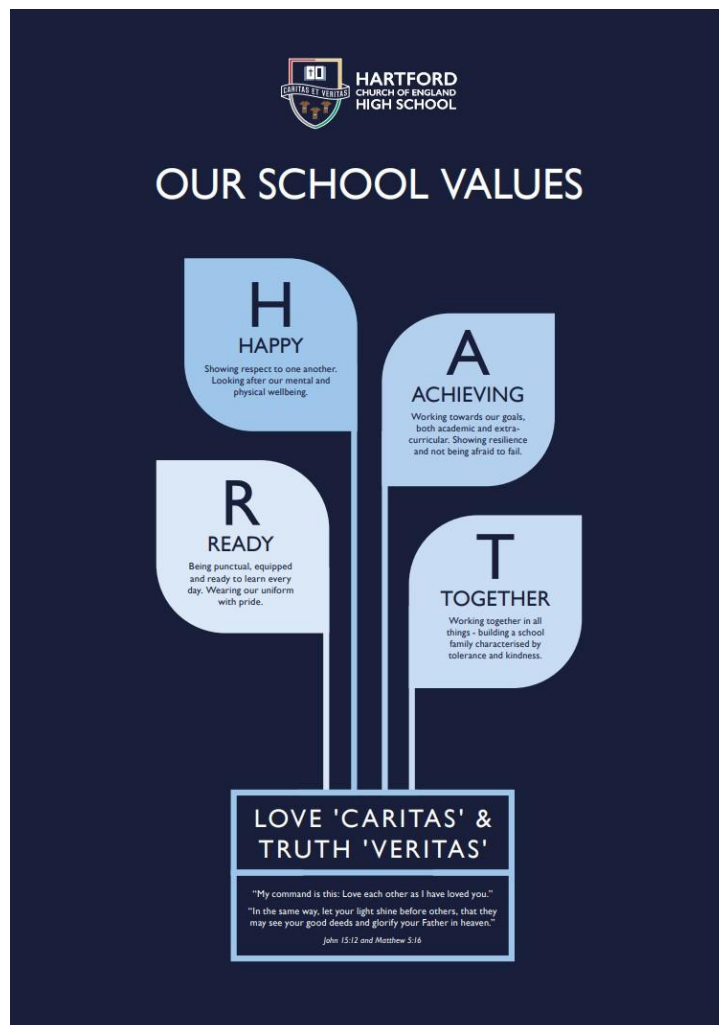
Everything we do at Hartford Church of England High School as students, staff, Governors and wider stakeholders, centres on the core values of our school:

Happy: Showing respect to one another. Looking after our mental and physical wellbeing.

Achieving: Working towards our goals, both academic and extra-curricular. Showing resilience and not being afraid to fail.

Ready: Being punctual, equipped and ready to learn every day. Wearing our uniform with pride.

Together: Working together in all things - building a school family characterised by tolerance and kindness.



"My command is this: Love each other as I have loved you."

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

John 15:12 and Matthew 5:16

Equally, the educational offer at Hartford Church of England High School is based on the Church of England's four key principles for education:

- Educating for wisdom, knowledge and skills
- Educating for hope and aspiration
- Educating for community and living well together
- Educating for dignity and respect

The Equality, Diversity and Inclusion (EDI) Objectives for Hartford Church of England High School fully embodies our values, our mission statement and the key principles for education set out by the Church of England.

Contents

Section	Page
1. <u>Aims</u>	4
2. <u>Legal Framework</u>	4
3. <u>Roles and Responsibilities</u>	4-5
4. <u>EDI Objectives 2025-2028</u>	5-6

1. Aims

Hartford Church of England High School is committed to fostering a culture of dignity, respect, and belonging for all members of its community. Rooted in our Christian Vision, which sees every individual as a unique and valued creation of God, we actively challenge discrimination, promote equality of opportunity, and celebrate diversity in all its forms.

The core aims of the Equality, Diversity, and Inclusion Objectives are to:

- **Promote inclusion:** Ensure that every student, staff member, Governor and visitor feels welcomed, safe, respected, and able to participate fully in school life.
- **Challenge prejudice:** Actively tackle discrimination, prejudice, and stereotyping, and address all forms of unacceptable behaviour promptly and effectively.
- **Advance opportunity:** Reduce and remove inequalities and barriers that may prevent individuals from achieving their full potential.
- **Enrich learning:** Develop a curriculum and school environment that reflects the diversity of modern Britain and prepares students to contribute positively to society.
- **Comply with legislation:** Meet all statutory requirements placed upon the school relating to equality and diversity.

2. Legal Framework

This policy sets out how the school will meet its responsibilities under the Equality Act 2010. This duty requires us to have due regard for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

The Protected Characteristics covered by this policy are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

This policy operates in conjunction with the following school policies:

- Behaviour and Attitudes Policy
- Child Protection and Safeguarding Policy
- Parental Code of Conduct Policy
- PSHCE Policy
- SEND Policy

3. Roles and Responsibilities

The Governing Board will:

- Ensure the objectives are fit for purpose.
- Hold the Headteacher and senior leaders to account for delivery and impact.

The Headteacher will:

- Delegate operational leadership of EDI objectives.
- Oversee the effectiveness of implementation.

The Assistant Headteacher for Personal Development and Christian Distinctiveness will:

- Implement the policy across all areas of school life.
- Allocate necessary resources.
- Evaluate progress of objectives.

All staff will:

- Model inclusive behaviour.
- Challenge prejudice.
- Adhere to reporting procedures.

Students will:

- Treat everyone with dignity and respect.
- Understand the unacceptability of discrimination and harassment.
- Reflect on their own actions.
- Report any incidents.

4. EDI Objectives 2025-2028

Hartford Church of England High School has identified the following three specific objectives to drive forward our commitment to EDI over the coming three academic years.

Objective I: Curriculum and pedagogy

To ensure the curriculum and teaching practices are inclusive, reflect diversity and actively challenge discrimination and stereotyping.

Actions:

- **Audit and review:** Conduct an annual review of all subject schemes of work to ensure they include diverse perspectives, voices, and cultures, moving beyond tokenistic inclusion.
- **Teaching and learning:** Promote pedagogy that supports all learners, particularly those with Special Educational Needs and Disabilities (SEND).
- **Stereotype challenge:** Actively challenge gender, racial, and social stereotypes within lesson materials and classroom discussions, particularly in subject areas where underrepresentation is evident

What will the impact be?

- Schemes of work within all curriculum areas will clearly reference equality, diversity and inclusion.
- Quality assurance measures, including book looks and lesson observations, will evidence quality first teaching that demonstrates adaptive strategies for SEND learners.
- Challenge of stereotyping will be evidenced in records in school such as CPOMS and the unkind behaviour form.

Objective 2: Staff training and development

To provide high-quality, continuous professional development (CPD) that equips all staff (teaching and associate) with the knowledge and confidence to promote and embed equality, diversity, and inclusion effectively.

Actions:

- **Mandatory training:** Implement annual training for all staff on the Protected Characteristics and the Equality Act, incorporating scenarios relevant to the school context.
- **Unconscious bias:** Deliver specific CPD sessions focusing on recognising and mitigating unconscious bias in areas such as recruitment, appraisal, and student assessment/marketing.
- **Inclusive leadership:** Develop a bespoke CPD programme for leaders on promoting an inclusive leadership style and modelling inclusive language and behaviours.

What will the impact be?

- Training logs for staff evidence that awareness and application of the Equality Act and Protected Characteristics have been a focus as part of the CPD programme.
- Recruitment, appraisal and student assessment tracking processes, clearly demonstrate no evidence of unconscious bias.
- The CPD programme for leaders within school, incorporates sessions on inclusive practices, with participant voice stating that this was a strong feature of the course.

Objective 3: Student behaviour (focus on Sexual Violence & Sexual Harassment – SV&H)

To foster a culture where discrimination, harassment, and sexual violence & harassment (SV&H) are unacceptable, and students are empowered to report incidents with confidence.

Actions:

- **Zero tolerance:** Explicitly communicate a zero-tolerance approach to all forms of discrimination (including racism, sexism, homophobia, and disablism) and all forms of SV&H.
- **Education programme:** Integrate comprehensive, age-appropriate education on healthy relationships, consent, sexual violence, and sexual harassment into the Personal, Social, Health, and Economic (PSHE) and Relationships and Sex Education (RSE) curricula.
- **Clear reporting pathway:** Publicise a clear, accessible, and well-understood pathway for students to report incidents of discrimination or SV&H to a trusted member of staff, ensuring confidentiality and sensitivity are paramount.
- **Sanctions and support:** Ensure that sanctions for discriminatory behaviour or SV&H are consistently applied, proportionate, and accompanied by appropriate support for both victims and perpetrators (focusing on restorative justice and education where appropriate).

What will the impact be?

- Tutor time, assemblies and other times when students are gathered collectively is used effectively to communicate our values around zero tolerance for discrimination, explicitly linking this to our values of Happy and Together and Caritas 'Love'.
- The PSHCE and RSE curricula deliver all statutory requirements regarding anti-bullying, sexual violence and consent to all students, with this being mapped to ensure that the education of those are the most vulnerable is evidenced. Staff complete appropriate training to ensure that the quality of the PSHCE and RSE provision is exceptional.
- Student (and staff) have a clear knowledge of how to report incidents using our current systems with student and staff voice demonstrating that they know that concerns raised are acted upon.
- The school takes decisive action where discrimination occurs. Sanctions are applied fairly, and where education and restorative actions take place there will be a reduction in repeat incidents by the same individuals or groups.

Date approved by Governing Board: 09/02/2026

Applicable from: 09/02/2026

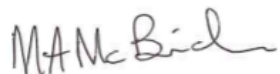
Signed by

Headteacher:



Date: 09/02/2026

Chair of Governors:



Date: 09/02/2026