CAMBRIAN

Nurturing Growth - Inspiring Minds

# Equality, Diversity and Inclusion Policy

## 2025

This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

| Document Control | | | |
|---|---|---|---|
| **Author** | Head of Inclusion | **Approved By** | Trust Board |
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In this document:

'The Trust', We' and 'Our' refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e. lives with and looks after the child/young person)

## Vision Statement

The Cambrian Learning Trust believes that everyone matters and makes a difference. The Trust vision is to go beyond compliance with our legal obligations, to promote a values-based culture where everyone is included and nobody is disadvantaged, and where barriers to inclusion have been identified and removed as far as reasonably possible. Equality, diversity and inclusion run through our business operations, leadership and governance. We embed and embody this ethos through our education of young people and our interactions with our wider community, reflecting our sound moral and ethical principles so that everyone feels valued, feels they belong, feels encouraged and empowered through their connection to the Cambrian Learning Trust.

## Definitions

**Equality** "ensuring that every individual has an equal opportunity, and no one should be put at a disadvantage because of their protected characteristics or other characteristics" (The Equality and Human Rights Commission)

**Diversity** the acknowledgement of the positive value that differences between people and groups of people provides.

**Inclusion** to embrace all regardless of their characteristics and provide equal access and opportunity.

## Legislation and guidance

This document meets the requirements under the following legislation:

The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

## Aims

St Nicholas C of E Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The protected characteristics are:

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

**A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1.**

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 St Nicholas C of E, 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 commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Special Educational Needs
- home-school agreements

## Our school ethos and values

St Nicholas C of E Primary all members of the school community promote the school values; Compassion, resilience and belonging. These closely link to the school's vision and relating biblical quote.

## Our school profile

- Number on Roll - 118 (including Nursery)
- Gender split for Staff – male/3, female/19

  Pupils – male/64, female/54
- Pupils with disability - 1
- Staff with disability - 1

- Ethnic groups which are represented - 7
- Religious groups which are represented - 6
- Age profile of staff – 19-55 years of age
- Percentage of pupils on free school meals (compared with national average) – 26% (25%)
- Percentage of pupils with EHCPs (compared with national average) – 20% (54%)

St Nicholas C of E is situated in East Challow; a modestly sized, growing rural parish in West Oxfordshire. With a population that is showing steady expansion. The community is relatively young, with a healthy proportion of children and working-age adults, along with a smaller but significant older population.

Ethnically, the village remains predominantly white, with residents born in the UK, although small numbers of residents originate from other areas in Europe, Asia, and Africa, and this reflects a degree of diversity.

East Challow presents as a close-knit, traditional English village, combining rural charm with gradual growth and modern demographic shifts.

## Fulfilling our public sector equality duty

**How we eliminate discrimination, harassment and victimisation:**

St Nicholas C of E 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.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the local governing committee and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found on the school website and they are also referenced in the several of the Trust and school policies
- The policies outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff.
- The Complaints Procedure outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and the wider school community.

## Fostering good relations

St Nicholas C of E aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of relational behaviour and anti-bullying policies
- Holding assemblies focussing on relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- We take steps to ensure diversity in our pupil council, local governing committee and staff team
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

## How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that pupils have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our pupil population in terms of:
    - Progress and attainment

    - Admissions
    - Attendance
    - Recognition, rewards, sanctions and exclusions
- We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that pupils' work is adapted appropriately, and that the curriculum is accessible to all pupils.
- We respect the religious beliefs and practice of staff and pupils and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and pupils, including those who transition during their time at the school.

## How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our pupils to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.

# Responsibilities

The **local governing committee** will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.

- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The **headteacher** will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
- All school staff are expected to have regard to this document and to work to achieve the objectives

The **head teacher and senior leaders** are responsible for:

- Overseeing the implementation of the Equality Policy
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

**All staff** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity and Inclusion Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled pupils do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping

- Promoting an inclusive and collaborative ethos

**All parents** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement

**All visitors** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the school's Equality, Diversity and Inclusion Policy

**All pupils** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Reporting prejudice-related incidents
- Understanding, valuing and celebrating diversity
- Challenging stereotypes and prejudices

## Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff.

Using this information, the school analyses the following in terms of protected characteristics:

- Pupil admissions
- Pupil attendance
- Pupil performance/achievement
- Pupil sanctions
- Pupil rewards
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents

The school also conducts surveys with staff, pupils and parents to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes this information at regular intervals on the school website.

The school identifies any equality training needs within our staff by monitoring the whole school through reviews and pupil/parent voice. These needs will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

***Our current Equality Objectives and Action Plan are attached as Appendix 2***

## Equality considerations in decision-making

The following are suggestions only and will need to be adapted depending on your school's circumstances.

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## Equality Impact Assessments

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

***A template for conducting equality impact assessments is attached as Appendix 3***

# Breaches of this policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and local governing committee.

# Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the LGC at least every 4 years.

This document will be reviewed by the headteacher and LGC annually, to ensure continued compliance with the PSED.

This template Policy be approved by the Trustees

# Links to other policies

***This document links to the following policies:***

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy

# Appendix 1: Glossary

| | |
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| Antisemitism | A certain perception of Jews, which may be expressed as hatred toward Jews. |
| Biphobia | Prejudice or negative attitudes, beliefs or views about bisexual people. |
| Cisgender | Someone whose gender identity is the same as the sex they were assigned at birth. |
| Disability | A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities. |
| Discrimination | This can be direct: When someone is treated less favourably than another person or other people because:<br>• they have a particular protected characteristic<br>• someone thinks they have that protected characteristic (discrimination by perception)<br>• they are connected to someone with that protected characteristic (discrimination by association)<br>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic. |
| Gender identity | Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex. |
| Gender reassignment | If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender. |
| Harassment | Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person. |
| Homophobia | Prejudice or negative attitudes, beliefs or views about lesbian, or gay people. |
| Islamophobia | A type of racism that targets expressions of Muslimness or perceived Muslimness.<br>Further information here. |
| Prejudice-related incident | Any incident which is perceived to be prejudice-related by the victim or any other person. |

| | |
|---|---|
| Race and ethnicity | Includes skin colour, nationality and ethnic or national origins. |
| Racism | Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin. |
| Reasonable adjustments | Taking reasonable steps to remove disadvantages faced by disabled people by:<br>• changing provisions, criteria or practices<br>• changing or removing a physical feature or providing a reasonable alternative way to avoid that feature<br>• providing auxiliary aids |
| Religion or belief | Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.<br><br>We include people who have no religion or a lack of belief. |
| Sex | Whether someone is male, female or intersex. |
| Sexism | Prejudice or negative attitudes, beliefs or views about someone based on their sex. |
| Sexual orientation | Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual. |
| Transgender | An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth. |
| Transphobia | Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity |
| Victimisation | Treating someone badly because they are:<br>• making a claim or complaint of discrimination<br>• helping someone else to make a claim by giving evidence or information<br><br>Or because they intend to do so. |

# Appendix 2: Equality Objectives and Action Plan

| Objectives<br>*Objectives should be specific and measurable. They should be used as a tool to help improve the experience of a range of different pupils. The school can set as many objectives as it believes appropriate to its size and circumstances; the objectives should fit your school's needs and be achievable.*<br>*Avoid words like "improve" – try to be specific, with something you can measure eg. "raise by 5%"- focus on the change that you will see, the outcome of your actions, rather than what you will do.*<br>*Try to address a specific protected characteristic.* | Actions<br>*What separate things will you need to do to achieve your objectives?* | Staff member<br>*Who will do this?* | Date<br>*to be achieved by* | Success criteria<br>*How will you know when it has been achieved – what will success look like?* |
|---|---|---|---|---|
| To promote understanding between different groups of people, cultures and societies. | Education around protected characteristics to further aid understanding/awareness of all staff and pupils<br>• Maintain a rigorous approach to anti-bullying so that all pupils and staff, including those with protected characteristics, are protected from harassment and discrimination.<br>• Create and roll out an EDI training package for all staff so they better understand and meet the needs of colleagues, pupils, parents and carers with protected characteristics<br>• Establish a gender identity working group who will create an internal, supporting guidance document | Headteacher with the support of the whole staff body. | Review September 2026 | Success will be shown through a more inclusive curriculum, staff and pupils demonstrating respect for different cultures, and fewer prejudice-related incidents. Student voice, staff confidence, and community engagement would all indicate stronger understanding between groups. |

| | | | | |
|---|---|---|---|---|
| | • Behaviour policies and procedures (including Anti-Bullying and associated policies) outline how any discriminatory issues, including those relating to protected characteristics, are addressed (zero tolerance) | | | |
| Audit curriculum and resources for all ages and subjects for representation and ensure that they challenge stereotypes. | All subjects to undertake a subject review, with the support of Governors, VAT peer reviews and external moderation, and feedback to SLT<br>Consult with pupils and staff to see if they feel they are reflected in the curriculum and for ideas to include other topics/resources. | Headteacher with the support of the whole staff body. | Review September 2026 | Success will be evident when curriculum plans and resources across all subjects show diverse representation, and lesson observations confirm that stereotypes are actively challenged. |
| Ensure children from all socio-economic backgrounds feel they are treated equally and have equal access to school life. | Staff seek out opportunities to develop relationships with all parents, especially those they don't see regularly.<br>• Staff to ensure EAL parents understand and have access to school information in their first language.<br>• Staff contact parents to share good news.<br>• Target parents are invited personally to attend meetings / events / represent parent groups by teachers and staff.<br>• Parent governors observe, canvas and feed back on the perceptions of a wide range of parents. | Headteacher with the support of the whole staff body. | Review September 2026 | Success will be achieved when all children, regardless of background, participate fully in school life and report feeling equally valued and included. |

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| | • Governors to be available at school events to all parents and begin conversations with those not regularly at school.<br>• Questionnaire to test parent perceptions of the school –are their opinions valued? What more can the school do for them?<br>• Teachers to plan trips spread out across the year to aid financial issues.<br>• Office staff and teachers to track take up of school opportunities and clubs to ensure a fair spread across all groups.<br>• The selection process for events/ opportunities to become more transparent to parents and children. | | | |

Last updated (date) …….. By ……..……

# Appendix 3: Equality Impact Assessment

| Name and/or brief description of policy/practice |
|---|
| |
| **What evidence/information has been used to help identify the likely impact on different groups of people?** |
| |
| **Which relevant groups have we engaged/consulted with as part of our assessment?** |
| |

| Protected characteristic | Impact on this group | | | Explain and give examples of evidence |
|---|---|---|---|---|
| | Positive | Negative | Neither | |
| age | | | | |
| disability | | | | |
| gender reassignment | | | | |
| marriage and civil partnership | | | | |
| pregnancy and maternity | | | | |
| race | | | | |
| religion or belief | | | | |
| sex | | | | |
| sexual orientation | | | | |

| Barriers/disadvantages/discrimination identified? | ☐ Yes | ☐ No |
|---|---|---|
| **If "yes" how will the policy/practice be adapted/changed to eliminate this?** | | |
| | | |
| **Date completed** | | **Review date** |