



Equality, Diversity and Inclusion Policy

2024-2025

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

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Introduction

At The Elms Primary 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 regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and 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 The Elms Primary 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 • recruitment
- behaviour • Relationships and Sex Education
- anti-bullying • Special Educational Needs
- uniform • home-school agreements

Our school ethos and values

We value all of the backgrounds of our pupils and families and plan opportunities to celebrate these. We are committed to promoting British values and this commitment is demonstrated through curriculum topics and the wide range of activities and events that

enrich school life. This approach is enriching for our families and staff as it teaches tolerance and respect for the differences in our community and the wider world. We actively challenge children, staff or parents expressing opinions contrary to fundamental British Values.

We have the highest of expectations for the children in Faringdon and share educational expertise, mutual support and work together to ensure all our children grow and thrive, as we seek to improve outcomes for every child.

Our school profile

- The Elms Primary school is a new all through primary that was Faringdon Junior School until September 2022.
- Areas that score inside the 10% most deprived within Vale of White Horse are in parts of Faringdon see here.
- The school currently has 291 pupils on roll
- The percentage of pupils entitled to Pupil Premium Funding is 80 pupils.
- Most pupils are white British. Around 24% of pupils are from ME backgrounds.
- The percentage of pupils on the SEND register is 22%

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

The Elms 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 by speaking to the School Leadership team and they are also referenced in the **anti-bullying policy and behaviour policy**.
- The Staff Code of Conduct and Dignity at Work policies outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff
- The **Complaints Policy** outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

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 people 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 student population in terms of:
 - Progress and attainment
 - Admissions
 - Attendance
 - Rewards, sanctions and exclusions
- and within our staff population in terms of:
 - Recruitment, retention, training and promotion
 - Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- 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 students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students 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 students, 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 students 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/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our student council, local governing committee and staff team
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities

The local governing committee is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the local governing committee has a watching brief regarding the implementation of this policy
- The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

The head teacher and senior management 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 students 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/carers 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 students 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:

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

The school also conducts surveys with staff, pupils and parents and carers 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 identifies any equality training needs within our staff by staff questionnaires. 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 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.
(You can explain/expand on this with more information)

Appendix 1: Glossary

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	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) <p>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.</p>
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. 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	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	<p>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.</p> <p>We include people who have no religion or a lack of belief.</p>
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	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information <p>Or because they intend to do so.</p>

Appendix 2: Equality Objectives and Action Plan

Objectives <i>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. Try to address a specific protected characteristic.</i>	Actions <i>What separate things will you need to do to achieve your objectives?</i>	Staff member <i>Who will do this?</i>	Date to be achieved by	Success criteria <i>How will you know when it has been achieved – what will success look like?</i>
To audit the school curriculum to ensure that stereotypes are challenged, diversity is mapped and children are given opportunities to broaden their understanding of cultures and people with different characteristics.	Subject leads to ensure they are discussing different EDI topics, in particular talking about celebrating different identities and creating accommodating environments for all. Students have insight into the contributions of people from different communities; e.g female sports players, female mathematicians from around the world,	JR CJ	Ongoing annually	Children speak positively about people with different characteristics. Children see representation from a range of characteristics across the curriculum. All British Values and SMSC opportunities are mapped from pre-school to Year 7. Texts selected by teachers are diverse and challenge stereotypes. Pupils have access to more resources which explore equality, identity, discrimination and exclusion More concepts of identity-based bullying are embedded into the school’s SMSC
To ensure children have a greater awareness of National, Cultural and Religious events that occur over the school year.	Map National, Cultural and Religious events in a calendar so that all staff can be aware of opportunities to educate and discuss diversity Plan and deliver assemblies which explore	JR CJ	Ongoing Annually	Pupils have access to more resources which explore equality, identity, discrimination and exclusion, and more awareness of different cultures, religions and beliefs. Children can

	<p>upcoming and relevant events over the year. Arrange visitors and guests to share personal knowledge and experience of events and festivals.</p>			<p>celebrate other cultures and understand how these contribute to our community.</p>
<p>To ensure that staff feel confident supporting children facing prejudice and know how follow the restorative justice approach.</p>	<p>Update CPOMs recording system to track specific prejudice incidents</p>	<p>JR CJ</p>	<p>Ongoing annually</p>	<p>Staff and students can recognise prejudice related incidents and report/record these according to the procedure. Staff will be able to respond to students using any equality term inappropriately or as slurs. Students aware of not using the term 'gay' or 'lesbian' as an insult, students no longer stopping female students from playing football and others sports because of their sex or gender</p>

Last updated: November 2024 By: Joseph Rubba, Calum Jacques and Shelley McIntosh

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?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If “yes” how will the policy/practice be adapted/changed to eliminate this?		

Date completed			Review date
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