



Equality, Diversity and Inclusion Policy

2025

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

www.cambrianlearningtrust.org

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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

King Alfred's Academy 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 King Alfred's Academy 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

The shared vision of all at King Alfred's is to become an institution that aspires to every child within our academy experiencing an excellent education. Our school will be oversubscribed, warm, welcoming and friendly, with the highest aspirations and expectations of our students. All students will benefit from outstanding pastoral care, and we will constantly work to meet the needs of our community.

King Alfred's will be an ambitious school at the heart of our community - everyone associated with our school will feel a distinct sense of belonging, pride and aspiration. It is our shared ambition that we will become a school which values and celebrates the core principles of Responsibility, Tolerance, Respect, Curiosity, the acquisition of Knowledge, and Resilience. These principles will govern all that we do and all that we provide for our students. All students will leave us with these characteristics firmly embedded to equip them in their lives.

King Alfred's is a friendly, ambitious, and vibrant school packed full of energy, opportunity, and choice. Our mission statement is "Opportunity for All", something we believe in passionately and strive to deliver to our students each day.

Our ethos is rooted in the values of **Responsibility, Respect, Tolerance, Curiosity, Knowledge, and Resilience**, which guide our approach to equality, diversity, and inclusion. We take **responsibility** for creating an environment where everyone feels valued and supported. Through **respect** and **tolerance**, we celebrate individual differences and promote understanding across all backgrounds, identities, and perspectives. Encouraging **curiosity** and the pursuit of **knowledge** helps us to challenge bias, learn from one another, and continuously improve our inclusive practices. With **resilience**, we remain committed to fostering a culture that embraces equity and belonging, ensuring that every person has the opportunity to thrive.

Our school profile

- *Students on roll - 1737*
- *Student Gender Split – 849 (49%) boys - 888 (51%) girls*
- *Staff Gender Split – 68 males – 175 females*
- *Number of disabled students -*
- *Number of disabled staff –*
- *Number of ethnic groups represented –*
- *Number of religious groups which are represented -*
- *age profile of staff -*
- *15% percent of students on free school meals (*compared with national average of 25.7% in secondary schools)*

- 4% of students with EHCPs (**compared with national average of 3.1% in secondary schools)
- The demographic of Wantage is generally a middle-class area, with a mix of working professionals, families, and retirees. It is a historic market town which houses a predominantly white, English-born community with a strong Christian presence. There is a balanced mix of youth, and seniors with a higher range of working-age adults.

[*Schools, pupils and their characteristics, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

[**Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

King Alfred's Academy 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 in the Behaviour and Anti-Bullying policy on the school website.
- The Anti-Bullying policy outlines 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

King Alfred's Academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Encouraging tolerance, friendship, and understanding of diverse religions and cultures through all areas of our curriculum. This includes dedicated teaching in Citizenship, and Personal, Social, Health and Economic (PSHE) education, as well as through wider learning opportunities across subjects. For instance, in English and reading lessons, pupils engage with literature from a variety of cultural

backgrounds to broaden their perspectives and deepen their appreciation of diversity.

- Raising pupils' awareness of positive relational behaviours and promoting understanding of the school's anti-bullying policies.
- Delivering assemblies that address relevant and meaningful issues, encouraging pupils to take an active leadership role in their delivery, and inviting external speakers to share their insights and experiences.
- Building strong connections with our local community by inviting leaders from local faith groups to speak at assemblies and by organising school trips and activities that celebrate and engage with the community around us.
- Promoting and supporting initiatives that address tensions between different pupil groups within the school. For example, our school council includes representatives from various year groups and diverse backgrounds, ensuring all voices are heard. All pupils are encouraged to take part in school activities, such as sports clubs, while we also engage with parents to foster greater knowledge and understanding of different cultures.
- We actively promote diversity within our pupil council, local governing committee, and staff team.
- We actively celebrate diversity at every opportunity, hosting regular assemblies and events throughout the year that highlight and honour different cultures, backgrounds, and perspectives.

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 as set out in

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

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 [annually](#).

The school identifies any equality training needs within our staff by [staff voice and senior leader observations](#). 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

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	<p>A type of racism that targets expressions of Muslimness or perceived Muslimness.</p> <p>Further information here.</p>
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>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.</i> <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.</i> <i>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>
Reduce reported incidents of discriminatory language related to sexual orientation, gender identity by 20% by end of the academic year	Collect baseline data to identify trends: locations, times, groups involved	January 2026	SJM	Reduction of number of formally reported incidents
	Implement education and awareness	March 2026	SJM/LT	Increased reporting of positive behaviour
	Strengthen reporting mechanism i.e. channels for reporting	September 2026	SJM	Increased percentage of students and staff who can identify discriminatory language
Ensure PSHCE curriculum includes appropriate resources that represent disability, religion and diversity	Audit the curriculum review to identify gaps in resources	December 2025	ABW/JPS	100% of PSHCE units include at least one resource or activity that addresses disability, religion or diversity
	Curriculum mapping/cross curricular links	September 2026	ABW/CAB/JPS	Curriculum professional development
	Staff training	September 2026	CAB/JRW	Staff professional development
Decrease percentage of students with SEND being excluded and improve attendance	Collect baseline data to review exclusion and attendance records to identify patterns: triggers, times, subjects	January 2026	SJM	Reduction in number of suspensions for SEND students
	Ensure sufficient support for identified needs	September 2026	SJM	Appropriate interventions embedded to meet student needs
	Implement positive behaviour strategies	September 2026	SJM	Student perception shows measurable improvement
	Implement attendance engagement strategies	September 2026	MH/AR/AEO	Student attendance increases
Promote greater diversity amongst senior and middle leadership roles within the Academy	Analyse current senior and middle leadership in terms of gender, ethnicity, disability etc.	January 2026	JPS/ABW	Measurable increase in under-represented groups employed as senior and middle leaders

	Review recruitment strategies to ensure the networks for advertising are widened to attract under-represented candidates	September 2026	JPS/ABW	Increase in applicants for senior positions within the Academy
	Identify high-potential staff from under-represented groups early and help build skills and confidence	September 2026	JPS/ABW	Continued professional development adapted to ensure it is inclusive and offers opportunity to support all staff

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?	<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