CAMBRIAN
Nurturing Growth - Inspiring Minds

LEARNING TRUST

St John's
CE ACADEMY

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

St John's C of E 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 St John's 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

At St John's, our distinctive Christian Vision and Values guide everything we do and are visible across all aspects of school life, shaping how we lead and teach, communicate and connect, care for others, and develop character. We are an inclusive community that warmly embraces people of all faiths and none, ensuring that everyone is treated with dignity, compassion, and respect.

We aspire for every individual to grow in wisdom and character, to flourish in our vibrant community, to fly beyond expectations, and to "live life in all its fullness" (John 10:10)

Courage, Kindness, and Respect are the core values that unite us, shaping how we interact with pupils, collaborate as colleagues, and engage with parents and the wider community. These values are lived out daily in the language we use, the choices we make, and the relationships we build. Creating a calm, caring, and purposeful culture where every child is known, valued, and encouraged to do their best.

Our school profile

Pupil Numbers
The school has a total of 328 pupils on roll.

Gender Profile
Among pupils, 47.3% are female and 52.7% are male.
The staff gender profile shows a predominantly female workforce, with 90.5% identifying as female, 7.1% as male, and 2.4% as non-binary.

Ethnicity Profile
The vast majority of staff identify as White, representing 98.1% of the workforce, with 1.9% identifying as being from an ethnic minority background.

Among pupils, most identify as White, including White British, White European and other White backgrounds. Mixed or Dual Heritage pupils, including White and Asian and White

and Black African or Caribbean backgrounds, make up a small but established proportion of the school population. Pupils from Asian and Black ethnic backgrounds are represented in small numbers across year groups. Overall, the school's ethnic profile broadly reflects the Wantage and Grove area, with evidence of gradually increasing diversity over time.

Disabled Pupils and Staff
A total of 11.9% of staff are identified as disabled under the Equality Act 2010.

Special Educational Needs and Disabilities (SEND)
SEND prevalence varies by phase. In Nursery, 17.6% of pupils have identified SEND. This increases slightly to 18.1% in the primary phase and more significantly to 32.5% in the secondary phase. Across the whole school, 23.3% of pupils are identified as having SEND.

Education, Health and Care Plans (EHCPs)
In Nursery, 3.9% of pupils have an EHCP. In the primary phase, 4.5% of pupils have an EHCP, which is slightly below the national average of 4.8%. In the secondary phase, 9.2% of pupils have an EHCP, which is considerably higher than the national average of 3.1%. Overall, the proportion of pupils with EHCPs is above national averages, particularly in the secondary phase.

Free School Meals (FSM)
In the primary phase, 7.1% of pupils are eligible for free school meals, which is significantly lower than the national average of 24.6%. In the secondary phase, 27.5% of pupils are eligible for free school meals, which is slightly above the national average of 25.7%.

Religion and Belief (Staff)
Among staff, 45.2% report having no religion or belief, while 40.5% identify as Christian. A further 9.5% identify with other religions, and 2.4% identify as Buddhist. Another 2.4% prefer not to disclose their religion or belief. No staff members identify as Hindu, Jewish, Muslim or Sikh.

Age Profile of Staff
The staff age profile shows that 4.8% are under 20 years old, 14.3% are aged 20–29, and the largest proportion, 35.7%, are aged 30–39. A further 31.0% are aged 40–49, while 11.9% are aged 50–59. In total, the staff team consists of 42 individuals.

Local Area Demographics (Wantage and Grove)

- The local population is predominantly White British / White European.
- There is a high proportion of children and adults aged 30–49, reflecting a family-orientated community.
- The area has experienced significant population growth due to new housing developments.
- Owner occupation is relatively high compared to urban areas.
- Employment is primarily professional, skilled, and commuter-based, with large numbers working in Oxford, Milton Park, Harwell Campus, Didcot and Reading.

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

St John's 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

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

- Promoting respect, kindness and understanding of different faiths, cultures and backgrounds through all areas of school life and across our curriculum. This includes dedicated learning through subjects such as PSHE, Citizenship and Religious Education, alongside meaningful opportunities woven through every subject area. For example, in English and reading, pupils explore texts, voices and experiences from a wide range of cultures to broaden perspectives and deepen appreciation of diversity.
- Teaching positive relationships, respectful behaviour and belonging, while ensuring all pupils understand our anti-bullying expectations and the importance of treating others with dignity.
- Delivering assemblies, collective worship and tutor time experiences that explore relevant local, national and global issues, encourage reflection, and give pupils opportunities to lead, contribute and share their voice.
- Building strong links with our local community by welcoming visitors from different organisations, professions and faith communities, and by providing trips, events and experiences that help pupils engage with the world around them.
- Creating opportunities for pupils from all backgrounds to work, learn and thrive together. Through leadership groups such as the student council, house system and wider enrichment opportunities, we ensure different voices are represented and heard.
- Encouraging all pupils to participate fully in clubs, teams, leadership roles, performances and wider school life, while working in partnership with families to strengthen understanding, inclusion and community cohesion.
- Promoting diversity within our pupil leadership groups, governance structures and staff team, recognising the value that different experiences, identities and perspectives bring to our school community.

- Celebrating diversity throughout the year through assemblies, curriculum learning, themed events and everyday practice, ensuring every pupil feels seen, valued and proud of who they are.

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 *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	This can be direct: When someone is treated less favourably than another person or other people because: • 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) 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. 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: • 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	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. 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: • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information Or because they intend to do so.

Appendix 2: Equality Objectives and Action Plan

Objectives	Actions	Staff member	Date to be achieved by	Success criteria
Objective 1: Demonstrate commitment to equality, diversity and inclusion by embedding a consistent Trust-wide culture of EDI through policy, recruitment, leadership and compliance.	Review recruitment systems to remove barriers and attract the best candidates from all backgrounds.	Heads of School & HR	Annual review	Recruitment processes reviewed and actions implemented annually.
	Use inclusive advertising materials and website content that reflect the Trust's commitment to EDI.	Heads of School	Ongoing	Recruitment materials and websites visibly promote EDI values.
	Use diverse recruitment panels and bias-aware processes where possible.	Executive Headteacher/Heads of School	Ongoing	Panels are appropriately trained and recruitment feedback evidences fairness.
	Encourage staff to declare protected characteristic information confidently through clear communication and trust.	Heads of School & HR	Annual survey cycle	Increased staff confidence and declaration rates where appropriate.
	Review and maintain key policies such as Dignity at Work and Anti-Bullying.	Heads of School / Governors	Annual review	Policies updated, published and understood by stakeholders.
	Develop internal guidance to support gender identity matters.	Safeguarding Lead	Spring Term	Guidance completed and shared with leaders.
	Monitor and take action to address any gender pay gap.	HR / Finance Lead / Trustees	Annual review	Pay gap reviewed and action plan implemented where required.
	Support all schools to publish PSED information and set equality objectives.	Central Team	September annually	All schools meet statutory publication requirements.

	Facilitate leadership collaboration to review equality objectives across the Trust.	Central Team	Annual cycle	Equality objectives reviewed and aligned across schools.
Objective 2: Promote strong EDI practice in all schools so that every pupil has equitable access to opportunities, representation and support.	Provide training for leaders and staff on equality, diversity and inclusion issues.	CPD Lead / Heads of School	Annual cycle	Training completed and staff confidence increases.
	Ensure every school delivers an inclusive, broad and balanced curriculum.	Curriculum Leaders / Heads of School	Annual review	Curriculum audits confirm inclusive representation and coverage.
	Gather parent, pupil and staff voice to evaluate inclusion and belonging.	Heads of School	Annual cycle	Survey outcomes inform school improvement actions.
	Develop Pupil Parliament or student leadership projects with an EDI focus.	Head of Enrichment (CLT)	Ongoing	Student-led projects completed and celebrated.
	Deliver age-appropriate PSHE/RSE that challenges stereotypes and broadens understanding.	Curriculum Leads	Ongoing	Schemes of work show clear coverage and pupil understanding improves.
	Encourage a workforce that increasingly reflects the diversity of local communities.	HR / Heads of School	Annual review	Workforce diversity data reviewed and recruitment strategies adjusted.
Objective 3: Promote understanding, respect and positive relationships between different groups, cultures and communities, ensuring all are protected from discrimination.	Provide education for pupils and staff about protected characteristics and equality.	Curriculum Leads / CPD Lead	Ongoing	Increased awareness evidenced through surveys and pupil voice.
	Maintain a rigorous anti-bullying approach that protects all pupils and staff.	DSL / Behaviour Leads / Heads of School	Termly review	Bullying incidents are addressed promptly and repeat cases reduce.
	Ensure staff understand how to meet the needs of colleagues, pupils, parents and carers with protected characteristics.	Heads of School / Line Managers	Ongoing	Staff demonstrate inclusive practice confidently.

	Maintain and communicate gender identity guidance for staff and schools.	Safeguarding Lead	Annual review	Guidance remains current and accessible.
	Ensure behaviour, anti-bullying and related policies make clear that discriminatory behaviour is not tolerated.	Governors / Heads of School	Annual review	Policies clearly state zero tolerance and are applied consistently.
	Monitor incidents of discrimination and report trends to leaders and governors.	Behaviour Leads / DSL / Governors	Termly	Data shows effective response and reduction in repeat incidents.

Last updated (date): May 2025 By: SLT

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