



Equality, Diversity and Inclusion Policy

Sept 2024

Contents

Policy	3
1.0 Introduction	3
2.0 Responsibility	4
4.0 Aims and Values	4
5.0 Procedures at the school	5
6.0 Educational Services	6
7.0 Religious Belief	6
8.0 Reasonable Adjustments	8
9.0 Responsibilities	8
10.0 Concerns and Complaints	9
11.0 Monitoring and Review	9
12.0 Breaches of the Policy	9

Policy

1.0 Introduction

- 1.1 Cardiff Sixth Form College Cambridge has a very diverse community which it celebrates and views as being one of its greatest strengths. In order to ensure everyone can thrive and meet their full and unique potential, it is essential that inclusion and equality of opportunity be at the core of all the school's initiatives and that everyone in the school community feels safe and accepted.
- 1.2 This policy should be read in conjunction with the Good Behaviour and Sanctions Policy, Complaints Policy, Gender Policy, PSHE and RSE Policies, Anti-Bullying Policy, Child on Child Abuse Policy, Accessibility Policy and the Child Protection and Safeguarding Policy.
- 1.3 In the creation of this policy, the following guidance has been taken into consideration:
 - Keeping Children Safe in Education (2024)
 - The Equality Act (2010)
 - The Equality Act and schools: Departmental Advice for School Leaders, School Staff, Governing Bodies and Local Authorities (2014)
 - Faith in Education (2011)
 - Technical guidance for schools in England (Sept 2023)
- 1.4 This policy applies equally to current and prospective members of the School community, including, parents. Staff should refer to the Equal Opportunities Policy and the Staff Handbook
- 1.5 This policy is made available on the school website and is also available on request. All school policies can be made available in large print or other accessible format if required.
- 1.6 The school has a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic as listed under 'The protected characteristics - Equality Act 2010' which are defined as; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex.
- 1.7 The school is committed to promoting and developing inclusion & equality of opportunity in all its functions and will seek to do this by:
 - Communicating its commitment to equality and diversity to all members of the school community
 - Ensuring all staff and pupils are aware of the aims of this policy
 - Briefing for staff and pupils on the Equal Opportunities Policy
 - Developing monitoring, evaluation and review mechanisms of school policies, procedures and decision-making
 - Demonstrating the zero tolerance attitude towards discrimination by taking all allegations seriously

2.0 Responsibility

- 2.1 The Senior Management Team has responsibility for ensuring that the school operates within the legal framework for equality and has overall responsibility for implementing the policy throughout the school.
- 2.2 Each member of the school community is responsible for being alert to and challenging discrimination; embracing diversity; respecting different faiths and beliefs; and upholding equality of opportunity for all.

3.0 The Legal Framework

- 3.1 Discrimination can take the following forms including:
 - **Direct Discrimination** - This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.
 - **Indirect Discrimination** - This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate means of achieving a legitimate aim.
 - **Victimisation** - This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation
 - **Harassment** – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.

4.0 Aims and Values

- 4.1 The aims of this policy and the school ethos as a whole are to:
 - Eliminate unlawful discrimination on the grounds of any of the protected characteristics
 - Eliminate all bullying and unlawful discrimination on the basis that an individual has an additional learning need, or because English is an additional language (Please refer to the school Anti-bullying Policy for further information)
 - Promote equality of opportunity for all members of the school community
 - Comply with the school's equality obligations contained in the Equality Act 2010
 - Provide a secure environment in which all our children can thrive and achieve all of the outcomes of 'Keeping Children Safe in Education' (2022)
 - Provide a learning environment where all individuals feel valued and feel a sense of belonging
 - Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community via

pastoral initiatives and PSHE and RSE delivery (Personal and Social Education and Relationships and Sexuality Education)

- Include and value the contribution of all families to our understanding of equality and diversity
- Provide and promote positive information about the diversity of UK society through set PSHE and RSE (Personal, Social, Health Education and Relationships and Sexuality Education) lessons
- Actively challenge discrimination and ensure that all members of the School community learn from these experiences
- Embed inclusion through all our activities

4.2 To achieve these aims we will:

- Involve, where reasonably practicable, all members of the school community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- Publish and share school policies to the whole school community
- Collect and analyse data (such as admissions data and examination results) to monitor any potential disadvantage amongst the pupil body, along with reviewing pastoral incident statistics throughout the course of the year
- Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any learning support needs and/or disabilities a pupil may have
- Ensure the wider school curriculum promotes and celebrates equality and diversity
- Operate a clear zero tolerance policy towards abusive or discriminatory behaviour, as outlined within the Anti-bullying, child on child Abuse and the Child Protection and Safeguarding Policy
- Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination

4.3 At the school we aim to promote inclusion and tackle any form of discrimination, actively promoting harmonious relations in all areas of school life and with our key partners such as parents and other schools. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

5.0 Procedures at the school

- 5.1 The school treats every application for admission in a fair and equal way. The school accepts applications from, and admits, pupils irrespective of any protected characteristic.
- 5.2 Parents must inform the school when completing the registration form of any special circumstances affecting their child (such as additional learning needs and or/healthcare needs) which may affect the child's ability to fully participate in the education provided by the school. The school will not offer a place to a child if, after reasonable

adjustments have been considered, the school cannot adequately cater for and/or meet their needs.

- 5.3 Failure to disclose serious medical issues or conditions prior to arrival may result in a pupil being asked to leave the school at a later time, if reasonable adjustments cannot be made and it is felt that the school cannot adequately cater for undisclosed complex needs.

6.0 Educational Services

- 6.1 The school affords all pupils access to educational provision including all benefits, services and facilities irrespective of any protected characteristic subject to the school's obligations under the Equality Act 2010 and considerations of safety and welfare.
- 6.2 The school will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.
- 6.3 The school will seek to educate pupils in a multicultural, anti-racist environment using the curriculum, assemblies, the PSHE and RSE (Personal, Social, Health Education and Relationships and Sexuality Education) programme, external speakers and wider pastoral care initiatives to promote an understanding and appreciation of other faiths, races and cultures.
- 6.4 The school recognises that discrimination may be, for example, direct, indirect or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the school Anti-bullying, child on child Abuse and Good Behaviour and Sanctions Policy.
- 6.5 The school will:
- Treat all members of the school community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
 - Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any of the protected characteristics listed above
 - Ensure those pupils with a statement of additional learning needs receive necessary educational and welfare support
 - Ensure that pupils with English as additional language receive additional support through EAP classes and the curriculum
 - Monitor the admission and progress of pupils from different backgrounds
 - Challenge inappropriate discriminatory behaviour by pupils, staff and parents
 - Offer all pupils access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities and pastoral care initiatives
 - Ensure that all staff are aware of their responsibilities in promoting equality of opportunity and are given appropriate training and support
 - Work with parents and external agencies where appropriate to combat and prevent discrimination in school
 - Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices.

7.0 Religious Belief

- 7.1 The school is inclusive and welcomes and respects the rights and freedoms of individuals from all religions and faiths (or no religion or faith). A multi-faith prayer room is available for all students in the school and SMSC (Spiritual, Moral, Social and Cultural) awareness is not only channelled through the curriculum but also within PSHE and school assembly slots.

8.0 Reasonable Adjustments

- 8.1 The school has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison to non-disabled pupils. The school will inform and consult with parents about what reasonable adjustments, if any, the school is able to make for their disabled child. The school will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and, for example, the resources available to the school. The school has a duty to make reasonable adjustments (case by case considerations) for staff or pupils who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender. Please refer to the school Gender Policy for further information regarding this.
- 8.2 The school is not legally required to make alterations to the school's physical environment as part of the reasonable adjustments duty. However, the school monitors and reviews the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled pupils. The school has an Accessibility Plan in place [a copy of which can be made available upon request.]

9.0 Responsibilities

- 9.1 It is the responsibility of the **Senior Management Team** to:
- Ensure that staff act as role models of inclusive behaviour and practice
 - Ensure that the school complies with its equality obligations
 - Ensure that the school's policies & procedures are monitored in light of this policy and the school's wider equality obligations
 - Be involved, together with the Head, in dealing with serious breaches of this policy.
- 9.2 It is the responsibility of the **Principal** and Head to:
- Ensure effective implementation of this policy and its and procedures
 - Ensure that all staff are sufficiently aware and trained within equality & diversity
 - Actively challenge and take appropriate action in any cases of discriminatory practice within the school, be it by staff, pupils, parents or visitors
 - Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment
 - Ensure that all visitors and contractors are aware of, and comply with this policy.
- 9.3 It is the responsibility of **All Staff** to:
- Positively role model inclusive behaviour
 - Actively challenge any forms of discrimination, victimization, harassment or bullying
 - Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the school's culture
 - Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

10.0 Concerns and Complaints

- 10.1 The school will seek to provide a supportive environment for those who make claims of discrimination and/or harassment. Any pupil who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to the Deputy Head, Pastoral or may use the school's complaints procedure to seek remedy to such matters. Please refer to the school Complaints Policy for further details.
- 10.2 Any pupil who harasses another pupil on the grounds of any protected characteristic will be subject to the school's disciplinary measures in accordance with the school Good Behaviour and Sanctions Policy.
- 10.3 If parents feel this policy has been breached they should raise their concern or complaint through the school Complaints Policy which is available on the school website or on request.

11.0 Monitoring and Review

- 11.1 This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.
- 11.2 This policy is usually reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the school's equality obligations.
- 11.3 The school Equality, Diversity and Inclusion Officers work with the Head to provide feedback on all issues relating to equality in order to further improve and develop best practice.

12.0 Breaches of the Policy

- 12.1 All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the school's Senior Management Team.