



Equality, Diversity and Inclusion Policy

August 2026

Document Quality Control

Original

Version	Author	Date	Reviewed By	Date
Version 1	Lisa Morton	May 2022	Gareth Collier	May 2022

Document Reviews/Updates

Document Version Editing	Reason for Review/Update	Reviewer	Date	Checked / Approved By	Date
002	CSFC Cam opening	GT	01/08/22	GC	08/08/22
003	CSFC Cam review	GT	07/01/23	JD	10/01/23
004	CSFC CAm Review	GT	01/09/23	JD	08/09/23
005	CSFC Cam Review	GT	10/09/24	JD	19/9/24
006	CSFC Cam Review	CCD	15/09/25	JD	18/9/25
007	CSFC Cam Review	CCD	20/08/26	JD	20-8-26

Contents

1. Introduction	3
2. The College's Commitment to Equality	4
3. Responsibility	4
4. The Legal Framework	5
5. Aims and Values	6
6. Admissions	7
7. Educational Provision and College Life	8
8. SEND, Disability and Reasonable Adjustments	9
9. Religion or Belief	10
10. Race, Nationality and Culture	11
11. Sex, Sexual Orientation and Gender Reassignment	11
12. Pregnancy and Maternity	12
13. English as an Additional Language	12
14. Bullying, Harassment and Prejudicial Behaviour	13
15. Safeguarding and Equality	13
16. Curriculum and Teaching	14
17. Responsibilities	14
18. Concerns and Complaints	15
19. Monitoring	16
20. Training and Awareness	17
21. Monitoring and Review of the Policy	17
22. Breaches of the Policy	17

1. Introduction

Cardiff Sixth Form College Cambridge has a diverse international community which it celebrates and regards as one of its greatest strengths.

The College is committed to creating an environment in which every member of the community is treated with dignity and respect, feels safe and included, and is able to participate fully in College life and achieve their potential.

Equality, diversity and inclusion are integral to the College's educational and pastoral provision. The College seeks to identify and remove unnecessary barriers to participation, promote equality of opportunity and challenge unlawful discrimination, harassment, victimisation and prejudice.

This policy should be read in conjunction with the:

- Safeguarding and Child Protection Policy;
- Good Behaviour and Sanctions Policy;
- Anti-Bullying Policy;
- Complaints Policy;
- Accessibility Policy and Accessibility Plan;
- SEND Policy;
- Online Safety Policy;
- Gender Policy;
- PSHE Policy;
- RSE Policy; and
- Staff Handbook, where appropriate.

In developing and implementing this policy, the College has regard to relevant legislation and guidance, including:

- the Equality Act 2010;
- Keeping Children Safe in Education 2026;
- Equality Act 2010: Advice for Schools, Department for Education;
- relevant Equality and Human Rights Commission technical guidance;
- the Education (Independent School Standards) Regulations 2014, as amended; and
- relevant statutory safeguarding and SEND guidance.

This policy applies to current and prospective students and, where relevant, to parents, carers and visitors. Matters relating specifically to employment should also be considered in accordance with the Staff Handbook and relevant employment policies.

The policy is made available on the College website and on request. College policies can be made available in an accessible format where reasonably required.

2. The College's Commitment to Equality

The College does not tolerate unlawful discrimination, harassment or victimisation and will take concerns seriously and respond appropriately.

The Equality Act 2010 identifies nine protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

The way in which particular provisions of the Equality Act apply may vary according to the context and the protected characteristic concerned. The College will comply with its applicable duties under the Equality Act 2010.

The College is committed to:

- promoting equality of opportunity;
- recognising, respecting and celebrating diversity;
- providing an inclusive learning and living environment;
- identifying and reducing barriers to participation;
- challenging prejudice, stereotypes and discriminatory behaviour;
- making reasonable adjustments for disabled students where required;
- supporting students with SEND and students for whom English is an additional language;
- ensuring that College policies and procedures are applied fairly and lawfully; and
- ensuring that safeguarding and equality considerations inform the College's decision-making.

3. Responsibility

The Principal and Senior Leadership Team have responsibility for ensuring that the College operates within the applicable legal framework for equality and that this policy is effectively implemented.

All members of the College community share responsibility for contributing to an inclusive environment.

Members of the College community are expected to:

- treat others with dignity and respect;
- challenge discrimination and prejudice appropriately;
- respect different backgrounds, cultures, faiths and beliefs;
- promote inclusion;
- avoid discriminatory or derogatory language and behaviour; and
- report concerns where they believe discrimination, harassment or victimisation has occurred.

4. The Legal Framework

The College recognises that unlawful discrimination may take a number of forms.

4.1 Direct Discrimination

Direct discrimination occurs where a person is treated less favourably because of a protected characteristic.

This may include discrimination because of:

- the person's own protected characteristic;
- a protected characteristic that the person is perceived to have; or
- the person's association with someone who has a protected characteristic.

4.2 Indirect Discrimination

Indirect discrimination may occur where a provision, criterion or practice is applied generally but places people who share a protected characteristic at a particular disadvantage and cannot be objectively justified as a proportionate means of achieving a legitimate aim.

4.3 Discrimination Arising from Disability

Discrimination arising from disability may occur where a disabled person is treated unfavourably because of something arising in consequence of their disability and that treatment cannot be objectively justified as a proportionate means of achieving a legitimate aim.

4.4 Failure to Make Reasonable Adjustments

The Equality Act 2010 places a duty on the College to make reasonable adjustments for disabled students where they would otherwise be placed at a substantial disadvantage compared with non-disabled students.

The duty is anticipatory and continuing. The College will therefore seek to consider barriers to participation proactively rather than waiting for difficulties to arise.

4.5 Harassment

Harassment is unwanted conduct related to a relevant protected characteristic which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

Sexual harassment is unwanted conduct of a sexual nature which has such a purpose or effect.

Bullying and harassment will be addressed in accordance with this policy, the Anti-Bullying Policy, Good Behaviour and Sanctions Policy and, where appropriate, the Safeguarding and Child Protection Policy.

4.6 Victimisation

Victimisation occurs where a person is subjected to a detriment because they have carried out, or are believed to have carried out, a protected act under equality legislation.

This may include making an allegation of discrimination, supporting another person who has raised a concern or giving evidence in relation to such a concern.

5. Aims and Values

The College aims to:

- eliminate unlawful discrimination, harassment and victimisation;
- promote equality of opportunity;
- challenge bullying and prejudicial behaviour;
- support students who may experience barriers because of disability, SEND, language, background or other individual circumstances;
- provide a safe and inclusive environment in which students can thrive, in accordance with the College's safeguarding responsibilities and Keeping Children Safe in Education;
- ensure that individuals feel valued and experience a sense of belonging;
- prepare students for life in a diverse society and global community;
- promote respect for different cultures, beliefs, identities and experiences;
- ensure that the contribution of students and families from different backgrounds is valued;

- challenge stereotypes, bias and discriminatory attitudes;
- embed inclusion within the curriculum, pastoral provision and wider College life; and
- ensure that equality considerations inform College decision-making.

To achieve these aims, the College will:

- involve students and other members of the College community in the review and evaluation of relevant policies and practices where reasonably practicable;
- communicate relevant policies clearly;
- review appropriate data and information to identify patterns of disadvantage or inequality;
- monitor relevant admissions, attainment, attendance, behaviour, safeguarding and pastoral information where appropriate;
- seek to identify and remove unnecessary barriers to learning and participation;
- provide appropriate support for students with SEND, disabilities or additional learning needs;
- provide appropriate support for students for whom English is an additional language;
- promote diversity through the curriculum, PSHE, RSE, pastoral provision and wider College activities;
- respond appropriately to discriminatory or prejudicial behaviour; and
- work constructively with students, parents, carers and external agencies where appropriate.

6. Admissions

The College is committed to operating its admissions arrangements fairly and in accordance with applicable equality legislation.

Applications will be considered without unlawful discrimination.

Parents, carers and prospective students are encouraged to provide the College with relevant information about:

- disabilities;
- special educational needs;
- medical conditions;
- accessibility requirements; and
- other relevant needs

so that the College can consider appropriate provision, support and reasonable adjustments.

The College recognises that a disability or special educational need must not in itself result in unlawful discrimination against a prospective student.

Where a prospective student is disabled, the College will consider reasonable adjustments in accordance with the Equality Act 2010.

Each application will be considered individually. Where there are concerns about the College's ability to meet a prospective student's needs safely and effectively, these will be considered carefully, taking account of:

- the student's individual circumstances;
- relevant professional information;
- the reasonable adjustments that could be made;
- available support;
- safeguarding and welfare considerations; and
- the College's legal obligations.

Where information about a student's disability, medical condition or other need becomes known after admission, the College will work with the student and, where appropriate, their parents or carers to consider reasonable adjustments and appropriate support.

The fact that relevant information was not known to the College at the point of admission will not, in itself, determine whether a student can remain at the College.

7. Educational Provision and College Life

The College will seek to ensure that students are able to access its educational provision, benefits, services and facilities without unlawful discrimination.

The College will not unlawfully discriminate against a student in relation to:

- the education provided;
- access to benefits, facilities or services;
- the way in which education or services are provided;
- disciplinary arrangements; or
- other aspects of College life.

The College will seek to provide an inclusive educational environment that promotes understanding of diversity and challenges prejudice.

This may be achieved through:

- the curriculum;
- PSHE and RSE;
- assemblies;
- pastoral provision;
- house activities;
- student voice;

- enrichment and co-curricular activities; and
- wider College initiatives.

The College will:

- treat members of the community with dignity and respect;
- maintain high expectations for all students;
- seek to identify and remove barriers to participation and achievement;
- make reasonable adjustments for disabled students where required;
- provide appropriate support for students with SEND;
- support students for whom English is an additional language, including through EAP and curriculum provision where appropriate;
- monitor relevant patterns in admissions, attainment, attendance and pastoral information;
- challenge discriminatory language and behaviour;
- seek to ensure that all students can access an appropriate curriculum and wider College opportunities;
- provide appropriate training and support to staff; and
- work with parents, carers and external agencies where appropriate.

8. SEND, Disability and Reasonable Adjustments

The College recognises that equality does not necessarily mean treating every student in exactly the same way.

Disabled students may require different or additional arrangements in order to access education and College life on an equitable basis.

The College has an ongoing duty to make reasonable adjustments where a disabled student would otherwise experience a substantial disadvantage compared with a non-disabled student.

Reasonable adjustments will be considered individually and may relate to matters including:

- teaching and learning;
- communication;
- assessment arrangements;
- attendance;
- behaviour expectations;
- College routines;
- access to information;
- co-curricular activities;
- pastoral provision;
- boarding arrangements, where relevant;
- auxiliary aids or services; and

- other aspects of College life.

When considering what is reasonable, the College may take account of factors including:

- the nature and extent of the disadvantage;
- the effectiveness of the proposed adjustment;
- the student's individual circumstances;
- health and safety;
- safeguarding;
- practicality;
- available resources; and
- the interests of other members of the College community.

Reasonable adjustments do not lower educational expectations. Their purpose is to remove or reduce substantial disadvantage and enable disabled students to participate appropriately.

The College will consult with the student and, where appropriate, their parents or carers when considering reasonable adjustments.

Where appropriate, the College will also seek advice from relevant professionals.

The reasonable-adjustments duty for disabled students does not generally require the College to alter physical features of its premises. However, the College has separate accessibility planning responsibilities and keeps access to the physical environment under review through its Accessibility Plan.

Students with SEND, including those with an Education, Health and Care (EHC) plan where applicable, will receive appropriate educational and welfare support in accordance with the College's responsibilities.

9. Religion or Belief

The College welcomes and respects students from different religions, beliefs and cultural backgrounds, as well as students who have no religious belief.

The College seeks to promote mutual respect, tolerance and understanding while ensuring that its practices comply with applicable law and safeguarding requirements.

Appropriate provision is made to support students in practising their religion or belief where reasonably practicable.

A multi-faith prayer space is available for students.

Spiritual, Moral, Social and Cultural development is promoted through appropriate aspects of:

- the curriculum;
- PSHE and RSE;
- assemblies;
- pastoral provision; and
- wider College life.

No member of the College community should be subjected to unlawful discrimination or harassment because of their religion, belief or lack of religion or belief.

10. Race, Nationality and Culture

The College's international and culturally diverse community is a significant strength.

The College is committed to creating an environment free from racism, racial harassment and discrimination.

Race for the purposes of the Equality Act includes:

- colour;
- nationality; and
- ethnic or national origins.

Racist language, stereotyping, harassment and discriminatory conduct are unacceptable and will be challenged.

The College seeks to promote understanding and respect between students of different racial, cultural and national backgrounds through its curriculum, pastoral provision and wider College community.

11. Sex, Sexual Orientation and Gender Reassignment

The College does not tolerate unlawful discrimination or harassment because of sex, sexual orientation or gender reassignment.

Students should be treated with dignity, respect and sensitivity.

Concerns involving these protected characteristics will be considered in accordance with the Equality Act 2010, safeguarding requirements and relevant College policies.

Where a student is questioning their gender or identifies as transgender, the College will respond sensitively and carefully, taking account of:

- the student's individual circumstances;
- safeguarding and welfare;

- applicable law;
- current statutory guidance;
- the rights of other members of the College community; and
- the College's Gender Policy.

These matters are distinct from the statutory reasonable-adjustments duty relating to disability, although a student may separately have a disability giving rise to reasonable-adjustment duties.

12. Pregnancy and Maternity

The College will not unlawfully discriminate against a student because of pregnancy or maternity.

Where a student becomes pregnant, the College will work sensitively with the student and, where appropriate, parents, carers, medical professionals and external agencies to consider:

- safeguarding;
- health and welfare;
- reasonable educational arrangements;
- attendance;
- continuation of study; and
- any other relevant support.

Students should not be disadvantaged in their education because of pregnancy or maternity except where a restriction is objectively necessary for reasons such as health and safety.

13. English as an Additional Language

The College recognises the linguistic diversity of its community and the significant value of multilingualism.

Students for whom English is an additional language will be supported to develop the high level of spoken and academic English required to succeed in their studies.

The College may provide appropriate support through:

- English for Academic Purposes;
- teaching and learning strategies;
- individual support;
- reasonable classroom adaptations; and
- other appropriate educational provision.

Students are expected to use English as the main language of communication during the College day where this supports learning, inclusion and participation.

The College recognises, however, that students may sometimes appropriately use their first language to support understanding and learning.

Language expectations will be applied sensitively and inclusively and must not result in unlawful discrimination.

14. Bullying, Harassment and Prejudicial Behaviour

Bullying, discriminatory behaviour and harassment are unacceptable.

The College will challenge behaviour directed towards an individual because of an actual or perceived characteristic, identity or difference.

This includes behaviour relating to:

- race or nationality;
- religion or belief;
- sex;
- sexual orientation;
- gender reassignment;
- disability or SEND;
- pregnancy or maternity;
- language or accent;
- appearance; or
- another aspect of a person's identity or circumstances.

Not every instance of prejudicial language will necessarily amount to unlawful discrimination or bullying. Nevertheless, inappropriate or discriminatory language will be challenged and addressed appropriately.

Where behaviour constitutes or may constitute child-on-child abuse or another safeguarding concern, the Safeguarding and Child Protection Policy will be followed.

Further information is contained in the College's Anti-Bullying Policy and Good Behaviour and Sanctions Policy.

15. Safeguarding and Equality

The College recognises the important relationship between equality and safeguarding.

Keeping Children Safe in Education requires schools and colleges to consider carefully how they support students in relation to protected characteristics.

Staff should be alert to the possibility that students may experience increased vulnerability to:

- bullying;
- harassment;
- discrimination;
- sexual harassment;
- online abuse;
- prejudice;
- social isolation; or
- other forms of harm

because of an actual or perceived characteristic.

The College will not dismiss discriminatory, sexualised or prejudicial behaviour as "banter" or an inevitable part of student relationships.

Safeguarding concerns must be reported in accordance with the College's Safeguarding and Child Protection Policy.

The College may take proportionate positive action where appropriate to address disadvantage, meet particular needs or increase participation for students who share a protected characteristic, where permitted by the Equality Act 2010. KCSIE 2026 specifically recognises the relevance of positive action and reasonable adjustments within safeguarding practice.

16. Curriculum and Teaching

The College seeks to ensure that teaching and learning promote respect, inclusion and appropriate understanding of diversity.

Staff should:

- avoid unlawful discrimination in teaching and learning;
- maintain high expectations for all students;
- consider the needs of students with SEND and disabilities;
- make appropriate reasonable adjustments;
- identify and challenge inappropriate stereotypes or bias;
- ensure educational materials are appropriate and inclusive;
- encourage respectful discussion and disagreement; and
- ensure that teaching is consistent with the College's safeguarding responsibilities.

Independent schools are specifically required to ensure that teaching does not discriminate against pupils contrary to the Equality Act 2010. Current Independent School Standards guidance also highlights the reasonable-adjustments duty for disabled pupils.

17. Responsibilities

17.1 Principal and Senior Leadership Team

The Principal and Senior Leadership Team are responsible for:

- ensuring effective implementation of this policy;
- ensuring that the College complies with applicable equality legislation;
- promoting an inclusive College culture;
- ensuring that relevant policies and procedures are reviewed in light of equality obligations;
- ensuring staff receive appropriate information and training;
- responding appropriately to serious breaches of this policy;
- ensuring reported incidents of discrimination, harassment or victimisation are addressed;
- considering relevant trends and data; and
- ensuring that equality considerations inform strategic and operational decision-making.

17.2 All Staff

All staff are responsible for:

- modelling inclusive and respectful behaviour;
- challenging discrimination, harassment, victimisation and prejudicial behaviour;
- promoting equality of opportunity;
- identifying barriers that may affect students;
- making reasonable adjustments where appropriate and within their responsibilities;
- recognising and challenging stereotypes and bias;
- contributing to an inclusive curriculum and College culture;
- attending relevant training;
- reporting safeguarding concerns appropriately; and
- raising concerns where they believe College practices may unintentionally disadvantage a group or individual.

17.3 Students

Students are expected to:

- treat others with dignity and respect;
- respect cultural, religious and individual differences;
- avoid discriminatory, prejudicial or harassing behaviour;
- challenge inappropriate behaviour safely where they feel able to do so;
- report concerns to a trusted member of staff; and
- contribute positively to the inclusive culture of the College.

18. Concerns and Complaints

The College will seek to provide a supportive environment for anyone raising a genuine concern about discrimination, harassment or victimisation.

Students who believe that they have experienced discrimination, harassment or other inappropriate conduct are encouraged to speak to:

- their Head of House;
- the Vice Principal Pastoral;
- a member of the safeguarding team;
- another trusted member of staff; or
- a boarding member of staff, where appropriate.

The College will take concerns seriously and respond proportionately.

A student will not be disadvantaged for raising a concern in good faith.

Where behaviour involves a potential safeguarding concern, the Safeguarding and Child Protection Policy will be followed.

Where a student has breached the College's behavioural expectations, action may be taken under the Good Behaviour and Sanctions Policy.

Parents or carers who believe that the College has not acted appropriately may raise their concerns through the College Complaints Policy.

Matters concerning staff conduct will be addressed through the appropriate staff procedures.

19. Monitoring

The College will monitor the implementation of this policy and consider relevant information in order to identify potential patterns of inequality or disadvantage.

This may include appropriate analysis of:

- admissions;
- academic attainment and progress;
- attendance;
- behaviour and sanctions;
- bullying and prejudicial incidents;
- safeguarding information;
- participation in activities;
- accessibility;
- student voice; and

- complaints.

Information will be handled in accordance with data protection requirements.

Where patterns or areas of concern are identified, the College will consider whether changes to policy, practice, training or provision are required.

20. Training and Awareness

The College will ensure that staff receive appropriate training and information about:

- equality legislation;
- protected characteristics;
- discrimination and harassment;
- reasonable adjustments;
- SEND and disability;
- safeguarding;
- inclusive practice;
- unconscious bias and stereotyping where appropriate; and
- their responsibilities under this policy.

Students will receive appropriate education about equality, inclusion, respect and diversity through the curriculum, PSHE, RSE, assemblies, pastoral provision and other opportunities.

21. Monitoring and Review of the Policy

This policy will be monitored on an ongoing basis to evaluate its effectiveness.

It will normally be reviewed annually and sooner where necessary following:

- changes in legislation;
- changes in statutory guidance;
- significant incidents;
- identified patterns or trends;
- changes in College provision; or
- recommendations arising from safeguarding, inspection or governance review.

The review will consider whether the College is effectively:

- preventing unlawful discrimination;
- identifying and removing barriers;
- making appropriate reasonable adjustments;
- responding to incidents;
- promoting inclusion; and

- enabling students to participate fully in College life.

22. Breaches of the Policy

Alleged breaches of this policy will be taken seriously and considered under the appropriate College procedure.

Depending upon the circumstances, this may include:

- the Good Behaviour and Sanctions Policy;
- the Anti-Bullying Policy;
- the Safeguarding and Child Protection Policy;
- the Complaints Policy; or
- relevant staff procedures.

Serious or repeated discriminatory behaviour may result in disciplinary action.

Where conduct may constitute a safeguarding concern or criminal offence, the College may involve relevant external agencies.

The College is committed not only to responding to individual incidents but also to identifying and addressing any underlying practice, culture or pattern that may contribute to discrimination or exclusion.