CAMBRIAN
Nurturing Growth - Inspiring Minds

LEARNING TRUST

Equality, Diversity and Inclusion Policy

2026

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

www.cambrianlearningtrust.org

Document Control			
Author	Head of Inclusion	**Approved By**	Trust Board
Last Reviewed	September 2026	**Next Review**	September 2027
Review Cycle	Annually	**Version**	2026

Contents

Vision Statement 3
Definitions 3
Legislation and guidance 4
Aims 4
Our school ethos and values 5
Our school profile 6
Fulfilling our public sector equality duty 6
Fostering good relations 7
Advancing equality of opportunity: 8
How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it: 9
Responsibilities 9
Equality Objectives and Action Plan 11
Equality considerations in decision-making 12
Equality Impact Assessments 12
Breaches of this policy 13
Monitoring arrangements 13
Links to other policies 13
Appendix 1: Glossary 14
Appendix 2: Equality Objectives and Action Plan 16
Appendix 3: Equality Impact Assessment 20

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

Cambrian Learning Trust recognises our responsibilities in relation to equality law and we are committed across schools to the key principles of equality.

We believe that everyone matters and makes a difference. Our values of Ambition, Integrity, Kindness and Unity are rooted in our practice. All Trust schools to lead by these values and by their school values, so we have environments promoting 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.

We also recognise the Equality Act's *anticipatory duty*, meaning we proactively identify and remove barriers before disadvantage occurs. This includes anticipating the needs of disabled children, staff and visitors, and taking steps in advance to ensure full participation.

Equality, diversity and inclusion run through our business operations, leadership and governance. We embed and embody this ethos through our education of children and our interactions with our wider community, reflecting our sound moral and ethical principles so that everyone feels valued, feels they belong and matter, feels encouraged and empowered through their connection to the Cambrian Learning Trust.

This Policy is generally focussed on children. Our EDI statement for staff can be found in our HR Policies.

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

Shrivenham CE Primary School 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.

We recognise that advancing equality may include taking positive action (Equality Act 2010) where proportionate steps are required to reduce disadvantage or increase participation for groups who share a protected characteristic.

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 Shrivenham CE Primary School we work towards a society in which there is a common vision and sense of belonging and mattering 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/relationships
- Anti-bullying
- Uniform
- Recruitment
- Relationships and Sex Education
- Inclusion
- Child Protection and Safeguarding
- Home-school agreements

Our school ethos and values

Mission

We ensure our children learn in a nurturing environment where we value everyone as individuals, care for one another and foster positive emotional growth and well-being. Through our broad and balanced curriculum, we inspire, motivate and challenge our children to become independent and confident learners, maximising intellectual, social, physical and spiritual development. We put Shrivenham School at the heart of village life, actively encouraging partnership with parents, the Church and the wider community.

Vision

Shrivenham School gives everyone the opportunity to believe in themselves, others, and God. Through our values of love, hope and courage, everyone at our school will flourish, fulfil their unique potential and positively contribute to the community.
'All things are possible for one who believes' (Mark 9:23)

Values

LOVE

Love is the core value that underpins all that we do at Shrivenham CE Primary School. Jesus demonstrated his unconditional love during his time on earth indiscriminately, and as followers of Jesus we aim to walk in his footsteps. We show love to everyone by putting others before ourselves. By working together as part of a strong and supportive family, we can all achieve more - socially, emotionally and academically.

HOPE

Hope is a core value for our church school because we share in the joy that comes from the belief that there is always hope and all is never lost. Hope is an attitude of mind that we develop through faith in God and each other. In our school this helps it to keep going even when things get hard and when we face new challenges. Together we can turn hope into reality.

COURAGE

Courage is a core value for our church school because God asks us to be brave in the face of hardship. The book of Joshua reminds us to stand against injustice and to be the best we can be when things are difficult. At our school, we have courage to stand by our beliefs and are committed to what is right and true.

Our school profile

- *number of children on roll: 262*
- *gender split for children: 50% and 50%*
- *ethnic groups which are represented: 16 groups identified*
- *religious groups which are represented: 10 groups identified*
- *percentage of children on free school meals (compared with national average) 18%*
- *percentage of children with EHCPs (compared with national average) 5.6%*
- *demographics of the local area: We have recently had international military pupils join our school for a one-year placement*

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

Shrivenham CE Primary 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.

- Our school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded using clear definitions of prejudice-related incidents, discriminatory behaviour, hate incidents and harassment, ensuring consistency in reporting and analysis
- We apply response timelines so incidents are investigated promptly and outcomes communicated.
- Using restorative approaches, alongside sanctions, to repair harm and rebuild relationships
- Reporting data to the Local Governing Committee so that any trends can be identified, analysed and plans put in place.
- The Equality and Diversity in the Workplace policy outline 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

Shrivenham CE Primary aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Conducting curriculum audits to ensure representation, challenge stereotypes and reflect diverse identities
- Celebrating diversity at every opportunity - Diversity is intentionally represented in assemblies, enrichment, leadership roles, child voice structures and governance
- Belonging and inclusion measures are collected through child voice surveys and used to inform equality objectives
- Age-appropriate understanding of protected characteristics Shrivenham CE Primary ensures that teaching about equality and protected characteristics is delivered in a developmentally appropriate, safe and sensitive way. Children are taught about difference, respect, fairness and inclusion using language, examples and concepts suitable for their age and stage of development. Learning focuses on promoting kindness, challenging stereotypes, valuing diversity and understanding how our actions affect others. We do not teach complex legal definitions to younger children; instead, we build foundational understanding through PSHE, RE, reading, assemblies and relational practice. As children progress through school, teaching deepens to include discrimination, rights, identity and the Equality Act, ensuring all children develop an informed, respectful and inclusive worldview.
- Promoting tolerance, friendship and understanding of a range of religions and cultures through aspects of our curriculum. This includes teaching in RE, citizenship

and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/Reading, children will be introduced to literature from a range of cultures

- Making children and staff aware of relational behaviour and anti-bullying policies
- Holding assemblies focussing on relevant issues. Children are encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of children within the school. For example, our school council has representatives from different year groups and is formed of children from a range of backgrounds. All children are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

Advancing equality of opportunity:

Treating people equally does not mean treating them all the same. We recognise that children 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 child population in terms of:
    - Progress and attainment
    - Admissions
    - Attendance
    - Recognition
    - Suspensions & 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.
- Inclusive teaching principles drive practice – High Quality Adaptive Teaching – is embedded across the curriculum
- We ensure that children's work is adapted appropriately, and that the curriculum is accessible to all children.

- We respect the religious beliefs and practice of staff and children 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 children, 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 children 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.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and children including making case-by-case decisions regarding trips and lesson participation, ensuring compliance with Safeguarding and with the Equality Act.
- Our behaviour principles 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, children 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 **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

- Monitoring success in achieving the objectives and report back to governors
- Having “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
- Complete Equality Impact Assessments for major decisions such as curriculum changes.
- 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 and Objectives
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled children do not experience discrimination or exclusion
- Dealing with and reporting prejudice-related incidents, following the school 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 Children 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 children and staff.

Using this information, the school analyses the following in terms of protected characteristics:

- Admissions
- Attendance
- Performance/achievement
- Sanctions
- Recognition/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, children 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 on the school website as part of the appendices to this policy.

The school identifies any equality training needs within our staff by *surveying them and discussing needs at appraisals and through other monitoring processes* 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 children 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 written every 4 years with the objectives being reviews by headteachers and LGC's annually.

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

Equality duties shape and inform all linked policies. This document links to the following policies:

- Accessibility plan
- Risk assessment
- Child Protection & Safeguarding
- SEND information report
- Inclusion Policy
- School Inclusion Strategies (From Dec 2026)
- Pupil Premium Strategies

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 *Objectives should be specific and measurable. They should be used as a tool to help improve the experience of a range of differentren. 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.* *Avoid words like "improve" – try to be specific, with something you can measure eg. "raise by 5%"- focus on the change that you will see, the outcome of your actions, rather than what you will do.* *Try to address a specific protected characteristic.*	Actions *What separate things will you need to do to achieve your objectives?*	Staff member *Who will do this?*	Date *to be achieved by*	Success criteria *How will you know when it has been achieved – what will success look like?*
To ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion, endorsing cultural capital amongst our pupils.	• Visits to school from different religious leaders and congregation to support the teaching of RE. This includes Open the Book, Sikh Temple in Swindon etc. • Visitors in school to share careers which go against gender specific roles • Continue to build up our book stock within the library and classrooms which celebrate diversity both implicitly and explicitly. • Review curriculum to ensure a diverse approach to text based learning linking to different cultures and famous people • Continue to develop our Diversity Assemblies by	JR SDLM	End of academic year	✓ Children exposed to and can talk about different cultures, faiths, religions through first-hand experiences including visits to places of worship and visitors from differing faiths. ✓ School to foster links with the wider community ✓ Trips and experiences reflect diversity of our world. ✓ Use the teaching of the curriculum to link to different cultures for children to gain a broader understanding of different ways of life eg: geography, art. ✓ Children display respect and tolerance towards other faiths, cultures and groups. ✓ Assemblies reflect our diverse world; children to demonstrate mutual respect and tolerance towards others.

	adding next texts and welcoming relevant visitors. • To celebrate diversity and equality within assemblies, embedding both British Values and our school values. • Celebrate wider faiths and cultures through celebration days and assemblies such as Eid. • A zero tolerance approach is taken if racial/prejudicial behaviour occurs; individual/whole class teaching around racism/prejudice giving clear messages; immediate and clear communication with parents/carers to eliminate further incidences. • Relationships Policy updated annually reflects our thinking. • To develop children's understanding of their rights with regard to prejudice and inequality and to be enabled to challenge those who undermine their rights. • Review PSHE curriculum to ensure it covers all relevant topics.			✓ Reduced Racial/prejudice reporting ✓ PSHE curriculum is relevant and robust Children speak positively of their relationships in school and are able to articulate how they are supported and encouraged.
To enable all groups of pupils (especially students eligible for free - school meals, students with special educational needs and disabilities and looked after children) to have	• Ensure a strong commitment to SEND as a high priority across the school • Adapt SEN outcome plans to 'Pupil Passports' with children	MK JR	By the end of the year	✓ Awareness of SEND and pathways to support clearly shared with parents and staff

equal opportunities to make progress and to be treated equally.	being fully involved in the creation and review of them each term • 'Pupil Passports' in place for FSM and EAL pupils to support learning • Ensure provision enables children to develop independence (graduated response) • Ensure children's strengths, abilities and successes are noticed and celebrated rather than a focus on barriers and needs • Develop better parental partnership and enable parent voice with regard to inclusion, using this to inform improvements to practice and provision • Review attendance to bring all groups in-line with school average. Increase parent meetings/contracts to support attendance where needed • Open the Enhanced Provision to support specific pupils with high SEND needs • Utilise experts to provide guidance, training and identify areas for development • Provide ongoing training and support for staff regarding SEND practice and provision			✓ Coffee Mornings are in place every term with a focus to support parenting and topical themes ✓ SEND Awareness Week celebrated ✓ SEND and FSM children are part of the pupil leadership groups such as school council ✓ Support in in place for SEND and FSM pupils to access education that is appropriate for their needs ✓ SEND children are all fully integrated to their base classes and take part in wider school activities ✓ Partnership work with external agencies to support CPD for TAs and teachers ✓ Sensory Rooms and senrory circuit rooms are open and being used by pupils ✓ Enhance provision is open and has supported the increase in educational opportunities for high needs pupils ✓ Overview of wider opportunities is in place and demonstrates equal balance for all pupils ✓ Attendance for all groups is in-line with the school average ✓ High quality teaching is in place across the school using adaptive teaching and walk thrus

	• Review of current interventions to consider if they are having the desired impact and revise accordingly • Develop sensory rooms (KS1 and KS2) • Overview of wider opportunities to analyse and ensure all pupils have access • EEF 5-a-day training for all staff to ensure high quality teaching and support is in place in all classrooms Effective pupil progress meetings ensure gaps are identified and support plan put in place			

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?	☐ Yes	☐ No
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed		**Review date**