Equality, Diversity and Inclusion Policy

2025

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In this document:

'We' and 'Our' refers to Faringdon Community College or FCC

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

Faringdon Community College 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 Faringdon Community College 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

Our vision is for our school to be a ***Beacon of Excellence***, delivering high-quality, inclusive education and experiences in a nurturing and supportive environment. Where high aspiration, academic achievement and personal success are championed for every learner.

To achieve this, we make four FCC promises:

- We will deliver high-quality, inclusive teaching.
- We will provide a nurturing environment.
- We will immerse students in a range of experiences (both inside and outside the classroom).
- We will empower staff through a framework that is supportive and developmental.

Our school values of **belong, believe, aspire and achieve** are central to our EDI approach:

Belong
We create an inclusive environment where everyone feels welcomed and respected.
Believe
We foster confidence and trust in everyone's potential.
Aspire
We encourage ambition and support students to reach their goals.
Achieve
We celebrate success and ensure equal opportunities for all to succeed.

Our school profile

- Number of students on roll (including 6th Form) - 1402
- Student gender split - Male - 727, Female - 675
- Staff gender split - Male - 54, Female - 136
- Ethnic groups represented - 30
- Religious groups represented - 6
- 18.6% % of students on FSM: 19.28% (24/25 National Average 25.7%)
- 4.3% % of students with EHCP: 4.28% (24/25 National Average 5.3%)

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

Faringdon Community College 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 on the school website, and they are also referenced in the Bullying, Safeguarding and Behaviour policies.
- The ***Safeguarding and Behaviour*** policies 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

Faringdon Community College aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting respect, belonging and understanding of a range of religions and cultures through different 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, students will be introduced to literature from a range of cultures.

- Making students aware of relational behaviour and anti-bullying policies
- Holding assemblies focussing on relevant issues. Students will be encouraged to take a lead in such assemblies as Diversity Ambassadors, and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups and external agencies 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 students within the school. For example, our school council has representatives from different year groups and is formed of sudents from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We have established Diversity Champions from within the staff and student body and our pastoral teams work closely with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge of protected characteristics, which helps inform and develop our approach. This includes links to local faith organisations, and community councils such as Shuras.
- We work closely with the local council and external agencies to support our work in ensuring positive integrations between our communities.
- We celebrate our diversity through student groups with staff actively supporting and facilitating opportunities for discussion and social activities.
- We take steps to encourage and promote diversity throughout our student council, local governing committee and staff team.
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating the characteristics that we value in our school community.

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 students 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 to identify inequalities and disparities within our student population in terms of:
    - Progress and attainment

  - Admissions
  - Attendance
  - Recognition, rewards, sanctions and exclusions
- We employ appropriate interventions where necessary 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 students' work is adapted appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students 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 students, 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 students 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, social groups 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, students 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 regularly to the headteacher

The **Headteacher** will:

- Promote knowledge and understanding of the equality objectives among staff and students
- 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 implications for people with particular protected characteristics
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in

The **Head teacher and Senior Leaders** are responsible for:

- Overseeing the implementation of the Equality Policy
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity and Inclusion Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled students 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 Students 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

To fulfil its Public Sector Equality Duty the school collects equality information on students and staff.

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

- Student admissions
- Student attendance
- Student performance/achievement
- Student sanctions
- Student 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, students 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 identifies any equality training needs within our staff by following a robust CPDL programme that reflects the changing dynamic of the school community and through feedback from staff and students. These needs will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also consider 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

FCC 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.

FCC 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 students with disabilities
- Has equivalent facilities for boys and girls

FCC 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.

Student concerns are reported to our Pastoral and Safeguarding Teams and those reported by Staff or Parents are directed to the Headteacher and Governing Body where appropriate.

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 *Objectives should be specific and measurable. They should be used as a tool to help improve the experience of a range of different pupils. The school can set as many objectives as it believes appropriate to its size and circumstances; the objectives should fit your school's needs and be achievable.* *Avoid words like "improve" – try to be specific, with something you can measure e.g. "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?*
Demonstrate our commitment to equality, diversity and inclusion, and further embedding a Trust culture of EDI, through consistent application of our policies and procedures.	Ensure that our systems for recruiting potential applicants support all those in groups protected by the Equalities Act and focus on attracting the best talent for the role	HR		Recruitment processes follow the CLT support to ensure accessibility. Recruitment packs and information about the school reflect a research-led approach to using inclusive language.
	Minimise potential sources of bias, such as more diverse recruitment panels.	HR		Safer recruitment processes are followed within school appointments. This may also include governor involvement.
	Ensure published information e.g. job advertisements reflect an embedded culture of EDI at Trust level and beyond within the Cambrian Learning Trust Community	HT/HR		Recruitment packs and information about the school reflect a research-led approach to using inclusive language.
	Through our EDI culture, empower staff to feel confident to declare information on protected characteristics.	SLT		Protected Characteristics feature regularly in assemblies and in the inclusive messages and images around the school. Protected characteristics feature heavily in PD and PSHE curriculum.
	Using the House system and Student Leadership Program, establish EDI champions as a support mechanism for school leaders and students alike	AHT		Staff and students have a clear line of support. EDI champions are visible and accessible to all.

	Liaise closely with CLT working group currently focusing on creating an internal reference document to support gender identity.	HT		This has been an undertaking at CLT level and should be returned to as a Trust objective.
	Refine website information to include recruitment and advertising materials that embrace an EDI culture	Website Administrator		See above.
	Work with CLT to publish information to demonstrate how we are complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic.	HT LGC		
To promote the implementation of strong EDI practice in Trust schools to ensure opportunities for all				
	Promote/provide training for school leaders and staff on EDI issues.	HT/DHT		EDI imbedded in CPD agenda.
	An inclusive, broad and balanced curriculum is embedded within each Trust school	HT/DHT		EDI review of curriculum. Include in wider Curriculum Review as a focus.
	Through the House System and Student Leadership Program, produce an awareness calendar of key events with regard to EDI.	AHT		Work alongside Trust schools who have made this a focus and who have proven success.
	Parent voice, pupil voice, staff voice surveys to ensure inclusion of all	AHT		CLT surveys and In House used to monitor information on inclusion and impact of actions.
	Curriculum will include an element of PHSE/RSE education at age-appropriate level, which tackles stereotypes and challenges pupils' perceptions	AHT		Jigsaw PSHE program in place. Appointment of new Department Lead for PSHE and Careers
	Encourage a diverse workforce, reflective of our communities	HR		Recruitment framing and language aims to encourage diversity – see above.
	House and Student Leadership opportunities with an EDI focus.	AHT		Diversity and Inclusion Champions in each House and Key stage feeding into a sub committee.

To promote understanding between different groups of people, cultures and societies	Education around protected characteristics to further aid understanding/awareness of all staff and pupils	All Staff		CPD, assemblies, PSHE curriculum, staff and student handbooks and school publicity.
	Maintain a rigorous approach to anti-bullying so that all pupils and staff, including those with protected characteristics, are protected from harassment and discrimination.	SLT		Monitoring to track trends and attitudes.
	Create and roll out an EDI training package for all staff so they better understand and meet the needs of colleagues, pupils, parents and carers with protected characteristics	AHT		Rolling inclusion into staff CPD Program
	Establish an EDI working group who will create an internal supporting guidance document	SLT		
	Behaviour policies and procedures (including Anti-Bullying and associated policies) outline how any discriminatory issues, including those relating to protected characteristics, are addressed (zero tolerance)	DHT		School follows CLT policies with those elements in place. School specific guidance readily available and revisited.

Last updated (date) May 26

J Nichols Interim AHT

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**