

C.A.T. A FRAMEWORK FOR ACADEMY PUPIL EQUALITY AND DIVERSITY POLICIES	
Approved in consultation with the Curriculum and Standards Committee on behalf of the Trust Board.	3 rd October 2019 18 th March 2024
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Responsible Officer:	Dir of Education - P. Lawrence

Cam Academy Trust: A framework for academy Pupil Equality and Diversity Policies

Aims and Principles

This framework falls within Category 2 of the Trust’s scheme of delegation. As such, schools should use it to develop their own school-specific policy. This is because individual schools will have different responses to how they wish to implement the principles contained within this framework, for example about how they will want to plan their curriculum or monitor key pieces of data.

This framework should be viewed alongside the Trust’s Staff Equality and Diversity policy. That policy is a Category 1 policy, because it concerns the Trust’s obligations as an employer, and as such is a common policy across all our schools.

Each of our core principles suggests an approach which promotes equality and values and celebrates diversity. Pupils will only achieve **excellence** if the barriers that promote unequal outcomes are successfully removed. Education can only be truly **comprehensive** if every pupil has an equal chance to thrive. This can only be achieved by effective **partnership** with key external organizations, and strong links throughout the local **community**. It is only with a genuinely **international** outlook that pupils will truly understand and value global diversity. A **broader** education achieved through enrichment and extra-curricular activities develops key skills and attributes that are fundamental to the development of young citizens. These values are commonly held across our Trust. Schools will differ in how they attempt to realise them.

Meeting our Duties

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

The Equality Act establishes 9 protected characteristics.

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Age and marriage and civil partnership are ‘protected characteristics’ which apply in law only to employment, not pupils in education. However, all schools have a duty to ensure that pupils understand what the law says in each of these cases, the consequences for our society and their responsibilities.

Each school policy will explain how it will aim to:

- eliminate discrimination, harassment and victimisation for pupils because of any protected characteristic
- advance equality of opportunity between pupils who share a relevant protected characteristic and pupils who do not share it
- foster good relations between pupils who share a relevant protected characteristic and pupils who do not share it.

Each school policy will explain how it will publish information which demonstrates its compliance with the need to have due regard for the three aims listed above in general and also publish specific and measurable objectives which it will pursue to help it achieve these aims.

As a public organization, the Cam Academy Trust has its own equalities objectives. These are:

- to narrow the gap between the progress made by disadvantaged boys and those of non-disadvantaged pupils nationally
- to narrow the gap between the attendance of disadvantaged boys and that of non-disadvantaged pupils nationally
- to narrow the gap between the proportion of disadvantaged boys who receive fixed-term exclusions and non-disadvantaged pupils nationally.

These were adopted in January 2020, reviewed in March 2024 and will be reviewed again in January 2026.

Individual academies will be mindful of these whole Trust objectives when establishing their own school-specific ones. They may decide to adopt identical objectives if relevant, or they may wish to modify them because of their own context.

Each individual school’s Pupil Equality and Diversity Policy will explain how the school will work towards its general aims and specific objectives. It is highly likely that the policy will necessarily cross-reference a range of other school policies, including those concerning curriculum, teaching and learning, behaviour, SEND, accessibility and safeguarding. There is no expectation that schools will have to reproduce at length information which is available in other documents.

Each school’s Pupil Equality and Diversity Policy will cover the following dimensions:

1) Designing the curriculum.

Each school policy will articulate how school leaders have designed the curriculum

- to ensure that all pupils understand the law and its implications in regard to equality
- to encourage the fostering of positive relationships
- to prepare pupils for life in a diverse society
- to explore issues related to identity and equality
- to allow collaboration with partners and community groups to access support and provide information
- to facilitate support for groups of pupils with protected characteristics e.g. LGBT pupils

- to celebrate and value the diverse characteristics of pupils within the school community
- to extend and enhance the experience of pupils in regard to diversity both within our society and the wider global community
- to counter inequalities in outcomes, for example by clearly justifying any elements of single gender teaching outside of PE and RSE, with evidence of improved outcomes over time.

2) Removing barriers to learning.

Each school policy will articulate how school leaders work

- to remove physical barriers pupils may face accessing and moving around the school site
- to allow access to the curriculum for all
- to accommodate the cultural, moral and spiritual needs of all pupils, for example in ensuring they can observe religious festivals without damaging their education
- to provide for pupils who are pregnant or have a child
- to make reasonable adjustment for pupils with particular needs
- through the school uniform policy to promote equality.

3) Countering and challenging discriminatory behaviour, harassment and bullying.

Each school policy will explain the school's processes

- to ensure that all pupils understand the clear, agreed procedures for dealing with prejudice-based incidents
- to ensure that all pupils know who they can talk to if any situation arises
- to record and monitor all prejudicial incidents
- to report this information to local governing body and local authority as appropriate.

4) Evaluating the impact of policies and practice.

Each school policy will explain how the school leaders work

- to track pupil progress to ensure that important groups of pupils (including gender groups and pupils with SEND) are making the progress that they should
- to ensure that individual pupils who are vulnerable because of protected characteristics get the right support
- to identify training needs for staff about equality and diversity
- to assess the impact of its policies and practices over time and plan further improvement.