

CAMBOURNE VILLAGE COLLEGE PUPIL EQUALITY AND DIVERSITY PROCEDURE	
Date of Last Review:	November 2024
Date of Next Review:	November 2027
Review Cycle:	3 years
Responsible Officer:	Equality & Diversity Coordinators

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, visitors and volunteers to share this commitment.

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Supporting Department for Education guidance / statutory requirements:

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [Keeping children safe in education 2023](#)
- [The Equality Act 2010](#)
- [Mental health and behaviour in schools Nov 2018](#)
- [Mobile phones in schools - February 2024](#)
- [C.A.T. Framework for Behaviour Policies 2022 \(3\).pdf](#)

Related School Documents and Procedures:

- Anti Bullying Procedure
- Child-on-Child-Abuse Procedure 2023 (Sexual harassment and assault)
- Home School Agreement
- IT Acceptable Use - Pupil Procedure 2022
- Safeguarding and Child Protection Procedure 2023
- Uniform Procedure
- Prejudice-Related Incidents Procedure

1. Our Procedure Aims to:

At Cambourne Village College we value diversity and foster mutual respect and dignity, modelling and inspiring attributes in all of our pupils such as respect, courtesy and honesty. These underpin and inform the relationships we have between all members of our college community. Cambourne Village College is committed to providing outstanding educational opportunities for all of our pupils. We are proud of our diverse community of pupils, staff and stakeholders and we are dedicated to maintaining excellence in teaching and learning by ensuring there is equality of opportunity for all.

Each of our core principles within the CAM Academy Trust underpins 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 organisations, and strong links throughout the local community. It is only with a genuinely international outlook that pupils will truly understand and value global diversity.

This procedure aims to explain how our College will work towards our general aims and specific objectives. Throughout this procedure, reference will be made to other procedures including those concerning curriculum, teaching and learning, behaviour, SEND, accessibility and safeguarding.

As used within this procedure, 'equality' means ensuring everyone is able to participate in all of our activities. 'Diversity' acknowledges there are differences between people, which should be recognised, respected and celebrated.

2. 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

Please note, age and marriage and civil partnership are 'protected characteristics' which apply in law only to employment, not pupils in education. However, we 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.

3. Equality and Diversity Objectives

Our specific objectives are:

- To develop an ethos which respects and values all people
- To eliminate discrimination, harassment and victimisation for pupils because of any protected characteristic
- To advance equality of opportunity between pupils who share a relevant protected characteristic and pupils who do not share it
- To foster good relations between pupils who share a relevant protected characteristic and pupils who do not share it.

- To narrow the gap between the progress made by disadvantaged students (with a focus on boys as sex is a protected characteristic and must be accounted for as such) and those of non-disadvantaged pupils nationally
- To narrow the gap between the attendance of disadvantaged students (with a focus on boys as sex is a protected characteristic and must be accounted for as such) and that of non-disadvantaged pupils nationally
- To narrow the gap between the proportion of disadvantaged students (with a focus on boys as sex is a protected characteristic and must be accounted for as such) who receive fixed-term suspensions and non-disadvantaged pupils nationally.

A number of aspects of our College life are designed to ensure that these objectives are met, as detailed below.

4. Designing the curriculum.

Our curriculum at Cambourne Village College has been carefully developed across all subjects to ensure that we:

- Actively promote equality of opportunity
- Prepare pupils for life in a diverse society
- Explore issues related to identity and equality
- Promote good relations amongst people within the school community and our wider community and collaborate with community groups to access support and information
- Celebrate and value the diverse characteristics of pupils within the school community
- Deliver equality and diversity through our school procedures and practice
- Ensure that all pupils understand the law and its implications in regard to equality.

Every subject that forms part of our curriculum, alongside our pastoral provision, aim to incorporate these ideas. There will be a particular focus on the teaching of equality and diversity for all pupils during RPE and PSHE lessons, as well as through the varied Tutor Time Programme. All pupils are entitled to the best possible education that respects and addresses their individual learning needs. As such, there will be instances where additional support may be offered alongside the curriculum in a range of personalised methods varying from short-term, small group support sessions addressing specific topics to alternative provision during certain aspects of the curriculum.

5. Removing barriers to learning.

The Pastoral Team and the wider staff body at Cambourne Village College will work to ensure that access to the curriculum is allowed for all pupils. In doing so we will ensure that resources are utilised fairly for the equal benefit of all pupils. We will constantly strive do our utmost, within available resources, to remove barriers which limit or discourage access to school provision and activities and make reasonable adjustments for pupils with particular needs.

We recognise that racist language will probably be encountered in teaching materials, such as in literary texts and historical documents, as well as in the teaching of PSHE. It is important that this is contextualised and explained as part of students' education (both broadly and as an anti-racist education specifically). This applies likewise to terms used to demean other specific groups, for instance on grounds of gender, sexuality, religion, disability or background. However, we also acknowledge the offence that can be caused when these words are spoken aloud. For this reason, we will prepare students for encountering language on a page, but no member of staff will voice a slur designed to demean a specific group, in any context.

Additionally, we recognise that images can cause offence and upset. In preparing teaching materials, we will consider carefully whether an image that has the potential to cause such a response is necessary for the teaching aim, or whether the same aim could be achieved through other means. Where inclusion of such an image is deemed to be necessary, we will introduce it carefully, paying due consideration to its potential impact on students, especially those with protected characteristics.

Our school uniform procedure has been updated in consultation with our pupils and parent body to eliminate the potential for discrimination or bullying, whilst still offering choice to pupils and promoting equality for all members of our community. We endeavour to counter inequalities in outcomes for all of our pupils. Single protected characteristic group teaching outside of PE and PSHE (specifically some RSE topics) will only take place in monitored situations with evidence of improved outcomes over time.

We will take positive action to provide encouragement and support for individuals and groups whose progress has been limited by stereotyping and cultural expectations. This will include whole school education as well as targeted support for those affected. As part of this action, we facilitate support for groups of pupils with protected characteristics (e.g. LGBT pupils), including the use of outside agencies and groups to deliver information to the wider pupil body and provide support to these specific groups of pupils. We accommodate the cultural, moral and spiritual needs of all pupils, such as ensuring that they can observe religious festivals without damaging their education. Furthermore, we will actively seek to educate our school community on these events so that pupils' own experiences are understood by their peers. We recognise our role within the wider community to present a positive image of our pupils, recognising their abilities and achievements, and celebrating their diversity.

All reasonable and permissible adjustments to the fabric of the building and surrounding grounds are made to ensure a safe and accessible environment for all pupils, staff and visitors. Cambourne Village College will make all reasonable adaptations to maximise accessibility for all pupils, students and apprentices to all aspects of the curriculum and environment.

Appropriate provision will be made for pupils who are pregnant or have a child to continue to access their education and ensure they receive personalised and/or mainstream provision where appropriate.

Specific adjustments for pupils with SEND are detailed in the Disability Equality Scheme and Accessibility Plan, available on request from the SEND Department.

6. Countering and challenging discriminatory behaviour, harassment and bullying.

It is our aim to eliminate all forms of unfair discrimination, bullying, harassment or other oppressive behaviour with appropriate actions, in line with our Pupil Behaviour Procedure and Prejudice-Related Incidents Procedure as required. Our target is to actively challenge all discrimination (racist, sexist, homophobic or otherwise), harassment or bullying. All pupils and members of our college community should be free from discrimination, harassment or bullying, particularly with regard to their protected characteristics and we will use all available tools to ensure we achieve this. (Please see PRI Procedure for further explanation on this).

Our pupils and community members are responsible for respecting others in their language and actions and following all aspects of our Equality and Diversity procedure and Code of Conduct, specifically our RESPECT procedure. All pupils and staff members will be educated about these procedures when starting at Cambourne Village College and regularly reminded through PSHE lessons, our Tutor Time programme

and staff training. We will display our expectations around our College site for our pupils, staff and visitors to see.

All pupils are given the opportunity to explore our procedures and Code of Conduct and express their opinions and concerns as to how Cambourne Village College upholds its responsibilities with regards to equality. Pupils will be taught about agreed procedures for dealing with prejudice-based incidents and know that they can expect appropriate support to be put in place and, where necessary, sanctions issued in the event of a breach of procedures. This will be the case in the event of repeated failures to meet expected behaviour standards or in the event of one-off serious events. Support will take the form of education and restorative steps being put in place for the perpetrator, as well as appropriate care for any person or persons affected. Sanctions will be in line with our Pupil Behaviour Procedure and proportionate for the misconduct. (Please see PRI Procedure for further explanation on this).

7. Staff

The diversity of our staff population is recognised, valued and celebrated and, where possible, utilised positively to the benefit of that individual, pupils, and our wider community. All staff are expected to work within Cambourne Village College's Equality & Diversity Procedure. Appropriate support will be put in place or, if necessary, sanctions issued in the event of a breach of these. Staff will be expected to behave as role models for pupils and to reflect the aims and expectations of this procedure at all times.

All staff are responsible for:

- Promoting equality and diversity, and avoiding unfair discrimination
- Challenging any incidents of unfair discrimination or racial, sexual or other stereotyping, perpetrated by pupils or other staff
- Keeping up-to-date with equality law and participating in equal opportunities and diversity training
- Reporting any incidents of unfair discrimination, harassment or bullying to senior leaders.

The Senior Leadership Team and Head of Pastoral Intervention will ensure training needs for staff about equality and diversity are regularly assessed, and provision in the form of whole staff training and, where necessary, smaller group training or individual support and mentoring will be carried out. This will be a combination of in-house training as well as training from experts in specific areas. Training in equality and diversity will form part of our new staff induction process and there will be training and refresher training for all staff and governors annually as a minimum.

8. Evaluating the impact of procedures and practice

We strive to:

- Monitor the implementation of equality and diversity within our school.
- Collect and analyse data to ensure we are effectively monitoring both the successes and the achievement gaps between individual pupils, as well as between protected characteristics on an annual basis.
- Set targets for improvement and evaluate the impact of equality and diversity action in achieving our goals.

Heads of Department, Heads of Year and Senior Leaders will work closely together using data and in-depth knowledge of their pupils to track individual progress and to ensure that important groups of pupils (including gender groups and pupils with SEND) are making the progress that they should. The pastoral team, including Year Teams and staff in The Centre, The Link, the Blue Room and The View, work closely to ensure that individual pupils who are vulnerable because of protected characteristics are given appropriate and timely support, including in some cases additional provision.

9. Review

This Equality and Diversity Procedure has been approved and adopted by the Governors and will be reviewed every three years to ensure it remains compliant with Equality and Diversity legislation. Any new legislation will be included in the procedure as and when it is brought into the public domain.

Signed

Date