

The Clere School

Diversity and Equality Policy

Date of Policy Issue: January 2019	Date of Policy Review: January 2023
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Diversity and Equality Policy Statement

The Clere School is fully committed to a policy of equality of opportunity and access in employment and education. We seek to create an environment where all members of the school are treated with respect and are valued for the contribution each makes.

We have met the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The Governing Body will monitor our school policies and check our single central record is complete, racial incident recording is in place and monitor the impact of our anti-bullying procedures. The governors will develop their knowledge and understanding of diversity and equality.

The policy applies to all Governors, staff, pupils, parents/carers and visitors to the school including contractors.

It will be the responsibility of the Head Teacher to ensure this policy is successfully implemented and that all those who work in the school understand what is expected of them and that they have relevant training and support. The Head Teacher will ensure that appropriate action is taken in the event that this policy is not complied with.

Diversity and Equality Legislation

We fully accept our responsibilities under the Equality Act 2010

Aims of the policy

a) To ensure that all pupils:

- i. Have the opportunity to benefit from the curriculum and to participate in extra-curricular activities organised by the school.
- ii. Have an awareness and appreciation of the diversity of individuals within modern society.
- iii. Understand the nature of stereotyping of individuals and are not treated according to such stereotypes.
- iv. Are made aware of the meaning of prejudice and discrimination in the context of equality of opportunity.
- v. Are helped to develop positive interpersonal skills.

b) To ensure that all staff:

Staff are selected for employment on the basis of fair judgement of their knowledge, experience, skills, abilities and aptitudes in relation to the employment needs of the school.

- i. Have equitable treatment in relation to pay and conditions of service and are given equal consideration for any opportunities for promotion or enhancement of pay.
- ii. Have equal access to development opportunities.

c) To ensure that Governors:

- i. Give consideration to equal opportunities issues in their consideration of budgets, staff deployment and curriculum.
- ii. Receive regular reports on the implementation of the policy.

The Race Equality Duty

Our race equality policy reflects aims of the school. We recognise our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do. This policy will be an integral part of our school life.

A member of the leadership management team has designated responsibility for race equality. Responsibilities will include the monitoring and reporting of racist incidents to the Governing Body and the LEA.

The Governors expect that **all staff** will know how to recognise and deal with racist incidents, and to challenge racial bias and stereotyping, both inside and outside the classroom. Teaching staff have a central role in promoting race equality. The effectiveness of our policies will be judged by how successfully they encourage, support and enable all pupils to reach their full potential; by how they ensure that all racial groups have full access to the curriculum and by how they promote race equality through teaching and learning, the curriculum and the quality of pastoral care and guidance.

Legal Requirements

How the School will fulfil its commitment to Race Equality

The school will fulfil its commitment to race equality by:

- Valuing diversity and by actively promoting good inter-personal and community relationships
- Promoting an atmosphere of mutual respect and trust among all members of the school community
- Ensuring that all staff, pupils and parents are treated with respect and dignity
- Dealing firmly, consistently and effectively with racist incidents, harassment and bullying following the anti-bullying policy where appropriate. The school will ensure that all such incidents are recorded, investigated and reported to the Local Authority.
- Ensuring that the curriculum incorporates the principles of race equality and promotes knowledge and understanding of, and positive attitudes towards diversity
- Ensuring access to the curriculum for all pupils to meet their individual needs
- Ensuring that teachers' planning and delivery takes account of racial and cultural diversity and the need to challenge stereotypes
- Creating learning environments where all pupils can contribute fully and feel valued
- Ensuring that resources in all areas of the curriculum promote an understanding of racial and cultural diversity
- Having procedures to monitor attainment and achievement by racial group in order to identify and respond to trends and patterns. The school will strive to maintain equally high expectations of all pupils.
- Monitoring pupils attendance by racial group and by using the data to ensure that procedures are applied fairly and equitably to all
- By monitoring and evaluating employment practices and by reporting to the LEA to allow it to fulfil its specific duty under the Act
- By working in partnership with parents and the community to develop positive attitudes to racial diversity
- Striving to ensure that membership of the governing body reflects the community it serves
- Ensuring equality of access to professional development and training for all staff

How the School will fulfil its commitment to disability

- **Promote equality of opportunity** between disabled persons and other persons
- **Eliminate discrimination** unlawful under the Act
- **Eliminate harassment** of disabled persons that is related to their disabilities
- **Promote positive attitudes** towards disabled persons
- **Encourage participation** by disabled people in public life and

- Take proactive steps, in consultation with the disabled individual, to make reasonable adjustment in line with the requirements of the Equality Act (2010).

Special Educational Needs (SEN) Code of Practice 0-25 years January 2015

Refer to The Clere School SEN Policy (available on school website).

Gender and Sexual Equality

The Clere School recognises our statutory duty to eliminate unlawful discrimination and harassment and promote equality of opportunity independent of gender, gender identity (including those experiencing gender reassignment) or sexual identity.

A member of the leadership team has designated responsibility for gender equality. The governors expect that all staff will know how to challenge gender bias and stereotyping, both inside and outside the classroom. Teaching staff have a central role in promoting gender equality.

How the School will fulfil its Commitment to Gender and Sexual Equality

The School will fulfil its commitment to anti-bullying, gender and sexual equality by:

- Promoting an atmosphere of mutual trust and respect among all members of the school community regardless of gender
- Ensuring that all staff / parents / carers, pupils and visitors are treated with dignity
- Challenging gender stereotypes in all aspects of school life
- Encouraging classroom and staffroom discussion of sexual issues which reflect on sexual stereotypes, expectations and the impact on learning
- Striving to eliminate sexual and sexist bullying and violence including the use of sexting to intimidate. (Implementing DfE advice on peer to peer abuse. May 2018)
- Ensuring equality of access for all pupils, irrespective of gender or gender identity, to all areas of the curriculum, to include subject choice and careers advice to meet pupils' individual needs
- Ensuring that the curriculum is balanced and broadly based
- Ensuring that teachers' planning and delivery takes account of gender issues and the need to challenge stereotypes
- Ensuring that resources in all areas of the curriculum promote knowledge and understanding of gender issues
- Ensuring that any particular learning needs of those of differing genders are met
- Having procedures to monitor and track progress and achievement by gender in order to identify and respond to trends and patterns
- Striving to maintain equally high expectations of all pupils
- Monitoring pupil attendance by gender
- Using the data to develop strategies to address poor attendance
- Monitoring pupils behaviour and exclusions by gender
- Using the information collected to ensure that procedures are applied fairly and equitably to all pupils, ensuring their safety and security in the School
- Developing and implementing strategies to address any gender specific examples of inappropriate behaviour
- Ensuring that all staff and governors responsible for appointing staff and reviewing staff performance and pay do not discriminate against any particular gender.
- Taking account of the requirement to eliminate unlawful pay discrimination
- Ensuring that opportunities for professional development, career progression and promotion are free from unlawful sex discrimination
- Working in partnership with parents/carers and the wider community to develop positive attitudes to gender issues

Complaints

Complaints arising from any issue of in-equality will be dealt with in accordance with our complaint procedures.

Parents

Parents should address any complaints or concerns about their child in the first instance to the Head of Year. If the complaint cannot be dealt with by the Head of Year it will be referred to one of the Senior Leadership Team, or in their absence, the Head Teacher.

Pupils

Pupils should address any complaints to their Head of Year or to any member of staff. The member of staff will then follow the procedures as laid down by our referral process.

Staff

Staff should address any complaints to their Line Manager and to the Head Teacher.

Implementation and Impact of Policy

We will ensure the implementation of the policy through:

- Consultation
- Data collection and analysis

Gathering and Using Information

The Clere School will gather and collate information relevant to promoting equality and eliminating discrimination. We will use the information gathered to help us decide where action is most needed, how best to take action, how effective we are, and what further work needs to be done.

We will consult with relevant stakeholders, including staff, parents / carers and pupils so that views and concerns can be voiced and considered to help us to set priorities, monitor how well things are done and to review and revise the scheme.

Impact Assessments

The School will undertake an impact assessment of any proposed change to school policy, procedures to activities.

The purpose of an impact assessment is to ensure that school activities:

- do not disadvantage any individual
- identify potential barriers in advance; and
- best promote equality of opportunity

Monitoring and Evaluation

This policy will be monitored and evaluated in line with other policies and the schools self-review procedures.

Appendix 1

Diversity and Equality Action Plan 2019 to 2022

Objective	Action Required	Effect of Action
1. Staff Recruitment and Professional Development		
1.a. Ensure recruitment and pay policies do not discriminate against any applicant	<ul style="list-style-type: none"> • Monitor recruitment policies to ensure that they do not discriminate against anyone • Carry out equal opportunities monitoring of applicants for posts and number of successful candidates • Provide and receive job applications in alternative format (braille, audio and large print) on request • Make reasonable adjustments to allow disabled applicants to be appointed • Take action to eliminate unlawful pay discrimination 	<ul style="list-style-type: none"> • No discrimination exists due to recruitment policies • Monitoring shows that equal opportunities exist regarding successful candidates • Alternative large print format is available for applications on request. Braille and audio formats are still being developed. • Reasonable adjustments can be made to allow disabled applicants to be appointed. • School and HCC policies are adhered to, to avoid unlawful pay discrimination.
1.b. Provide support to new staff who are disabled and existing staff who develop a disability	<ul style="list-style-type: none"> • Support the Access to Work scheme • Discuss with disabled staff what reasonable adjustments may be available or required and agree personalised plan • Provide specific funding for equipment and adaptations required to support employees with disabilities • Develop policy outlining support and services staff with disabilities can expect 	<ul style="list-style-type: none"> • On-going developments necessary for this objective to be achieved
1.c. Ensure performance review and professional development and career progression policies to not discriminate.	<ul style="list-style-type: none"> • Ensure performance review procedures do not discriminate • Ensure opportunities for professional development, career progression and promotion are free from discrimination 	<ul style="list-style-type: none"> • Performance review procedures follow strict guidelines • Professional development and career progression policies are adhered to, to avoid discrimination
2. Maximising educational attainment and achievement of all pupils		
2.a. Monitor attainment, achievement, attendance and behaviour of pupils across all diversity groupings	<ul style="list-style-type: none"> • Monitor attainment and achievement of pupils across diversity groupings (by gender and disability) 	<ul style="list-style-type: none"> • School actively monitors attainment and achievement of all pupils across diversity groupings

	<p>in order to identify and respond to trends and patterns</p> <ul style="list-style-type: none"> • Monitor pupils attendance by diversity groupings and use the data to develop strategies to address poor attendance • Monitor pupil behaviour and exclusions across diversity groupings and by using the data, ensure that procedures are applied fairly to all pupils 	<p>(by gender and disability) in order to respond to trends and patterns</p> <ul style="list-style-type: none"> • Pupils attendance is monitored carefully and includes all diversity groupings • Strategies in place and constantly reviewed to address poor attendance • Pupils behaviour and exclusions are monitored to ensure that procedures are applied fairly to all pupils
2.b. Ensure equality of access to all areas of the curriculum for all pupils	<ul style="list-style-type: none"> • Ensure teachers planning and delivery takes account of racial and cultural diversity, gender and disability issues and the need to challenge stereotypes • Ensure that teachers are planning and delivering high quality inclusive teaching • Seek to reduce the gap in educational achievement of boys compared to girls • Ensure equality of access for both boys and girls to all areas of the curriculum, e.g. sport, arts, technology and science so that both boys and girls are full able to pursue their interests and talents • Ensure the curriculum is balanced and broadly based • Ensure careers advice addresses gender stereotypes • Work to increase the number of girls participating in sport • Ensure a co-ordinated approach exists to respond to the needs of disabled pupils • Ensure sufficient equipment and support is available for disabled pupils 	<ul style="list-style-type: none"> • All staff are aware of the need when planning the curriculum to take account of cultural diversity, gender and disability issues and the need to challenge stereotypes • School is improving the educational achievements of boys compared to girls • School promotes equality of access for boys and girls to all areas of the curriculum including sport, arts technology and science. And this is taken up in most areas. • The curriculum is continually being developed and improved to ensure that pupils are offered a balanced broadly based curriculum • Careers advice addresses gender stereotype • Ensure a co-ordinated approach exists to respond to the needs of disabled pupils • Numbers of girls participating in sport remains high • Numbers of boys participating in food technology continues to be high • Equipment and support is available for all pupils including those that are disabled • Arrangements are in place for all pupils to access all areas of the school
2.c. Ensure all staff are aware of the needs of disabled pupils	<ul style="list-style-type: none"> • Provide information, training and support to all staff to enable them to take account of needs of disabled pupils 	<ul style="list-style-type: none"> • Information, training and support available to all staff to enable them to take account of the needs of all pupils • Systems and strategies are in place

	<ul style="list-style-type: none"> • Ensure parents of disabled pupils are involved in establishing strategies for their children and that regular communication with parents takes place • Establish personal accessibility plans for each pupil • Prepare Personal Emergency Evacuation Plans (PEEP) for disabled pupils. • Discuss progress regularly with parents • Ensure all casual and temporary staff are aware of needs of disabled pupils, including additional exam time and facilities 	<ul style="list-style-type: none"> • Support in places organised by the Learning Support Team • Parents kept regularly informed • PEEP's in place for all disabled pupils • Systems and strategies are in place
2.d. Ensure equality of access for all pupils to extra-curricular activities including clubs, sports and school trips	<ul style="list-style-type: none"> • Ensure that all enrichment activities are available, as far as possible, for all pupils • Ensure support is available to teachers putting on extra-curricular activities so that disabled pupils can fully participate 	<ul style="list-style-type: none"> • Enrichment activities are offered to all pupils • Learning Support Assistants support pupils so that they can take part in additional activities.
2.e. Encourage greater participation of disabled people in the life of the school	<ul style="list-style-type: none"> • Encourage participation of disabled pupils in all Student Council activities • Encourage participation of disabled people in the School Governor activities, e.g. school tours 	<ul style="list-style-type: none"> • Pupils are encouraged to take part in all Student Council activities • All pupils are encouraged to take part in all aspects of the school and take part in tours for Governors and Visitors to the school
2.f. To narrow the gap in progress and attainment for students from socio-economically deprived backgrounds	<ul style="list-style-type: none"> • Provide financial support to ensure that pupils eligible for pupil premium funding are not excluded from enrichment activities • Use flexible groupings to ensure that aspiration is high for all pupils • Closely monitor the progress and attainment of these pupils, and ensure that early intervention is provided where needed • Monitor pupils' physical and emotional well-being and ensure that equipment is provided 	<ul style="list-style-type: none"> • Data monitoring and analysis is provided by the Assistant Head Teacher and shared with Curriculum Leaders and Progress Leaders • Curriculum Leaders plan and delivery intervention to ensure progress and attainment • Progress Leaders and Tutors monitor equipment and ensure students well-being
3. Raising Awareness and Understand Diversity Issues		
3.a. Ensure that the curriculum promotes knowledge and understand of, and positive attitudes towards diversity	<ul style="list-style-type: none"> • Include all aspects of diversity in the curriculum • Ensure that resources in all areas of the curriculum promote an understand of racial and cultural diversity, disability and gender issues 	<ul style="list-style-type: none"> • All aspects of diversity are included in all areas of the curriculum

	<ul style="list-style-type: none"> • Promote positive images of disabled people in publicity and the curriculum • Work in partnership with parents and the community to develop positive attitudes to diversity 	<ul style="list-style-type: none"> • Resources have been developed to promote an understanding of racial cultural diversity, disability and gender issues • The school promotes positive images of disabled people in publicity and the curriculum • The school works in partnership with parents and the community to develop positive attitudes to diversity
3.b. Ensure all pupils within school feel valued and respected	<ul style="list-style-type: none"> • Create learning environments where pupils can contribute fully and feel valued • Develop policies and procedures to deal with bullying and harassment of any kind but particularly homophobic, sexist or racist bullying or on grounds of disability • Deal firmly, consistently and effectively with all instances of harassment and bullying. Monitor the number of reports • Ensure all racist incidents are recorded, investigated and reported to the LEA • Try to make sure disabled children do not feel singled out because of their disability • Develop a supportive environment from other pupils in class 	<ul style="list-style-type: none"> • Pupils have stated that they work in a learning environment where they can contribute fully and feel valued • Policies and procedures have been established which are regularly reviewed • All instances are dealt with fairly and consistently. Reports are monitored • Racist incidents are recorded and reported to the LEA • Procedures are in place to ensure that pupils feel part of the school community • Supportive environments are developed within tutor and teaching groups
3.c. Ensure staff have a full understanding of the needs of disabled pupils and their legal obligations	<ul style="list-style-type: none"> • Provide guidance to staff about Disability Duty Act (DDA) and reasonable adjustments and cover in staff training • Consideration to be given to SEN when implementing the consequence system or behaviour policy 	<ul style="list-style-type: none"> • Staff development and training is given to all staff who support and teach pupils • Sanctions will be given appropriately to pupils to reflect individual needs
3.d. Actively seek to ensure policies, procedures and practices do not discriminate on the grounds of race, disability or sex	<ul style="list-style-type: none"> • Undertake impact assessments on all new and existing policies and procedures on a rolling basis 	<ul style="list-style-type: none"> • Impact assessments take place to monitor policies, procedures and practices do not discriminate on the grounds of race, disability or sex
3.e. To promote cultural understanding between different groups in our school	<ul style="list-style-type: none"> • SMSC provision to reflect cultural differences • Activities planned to relate to national and international events, such as Black History Month and Refugee Week 	<ul style="list-style-type: none"> • SMSC provision delivered by Assistant Head Teacher and Tutors during Tutor Time and across the curriculum

	<ul style="list-style-type: none"> • Regularly updated library displays celebrating different communities • Range of fiction and non-fiction that reflects different communities, promoted as appropriate 	<ul style="list-style-type: none"> • Activities and displays in the Library and Learning Support Bases
3.f. To reduce the incidence of the use of sexist and homophobic language in school	<ul style="list-style-type: none"> • Staff guidance on the significance of language in reinforcing prejudice • Whole school commitment to challenging sexist and homophobic language, promoted through staff briefings and assemblies 	<ul style="list-style-type: none"> • All staff are asked to use SIMS to record examples of homophobic and sexist bullying or abusive language
4. Accessibility of Information and Buildings for Staff, Pupils, Parents and other visitors		
4.a. Seek to remove physical barriers to accessing school buildings	<ul style="list-style-type: none"> • Put in place plans to carry out works to improve or, where reasonable, remove physical barriers to building access 	<ul style="list-style-type: none"> • School has made some areas of the school more accessible than they previously were for those who have difficulty in accessing certain areas
4.b. Ensure provision of information in formats	<ul style="list-style-type: none"> • Ensure, wherever possible, that RNIB accessibility standards (Arial, minimum font 12) are met with regard to communications and that alternative formats are available 	<ul style="list-style-type: none"> • An on-going development point
4.c. Ensure those with disabilities have access to information via the internet	<ul style="list-style-type: none"> • Ensure the website contains information on issues relevant to disabled people and that it is in accessible format and updated regularly 	<ul style="list-style-type: none"> • Currently reviewing how to develop and improve the website to improve this facility