



# The Clere School

## Equalities Information and Objectives

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## **Introduction**

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all students and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our students, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

- We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).
- We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.
- We appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **Principles**

To fulfil these legal obligations, we are guided by a number of principles.

### **a. All students, families and staff are of equal value**

We see all students, potential students, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status (including traveller community)
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background

- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is their first language

#### **b. We recognise and respect difference**

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or students may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Gender – we recognise that our staff and students have a right to identify their own gender and that we do not categorise on the basis of their sex.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers and on occasion students should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

**c. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

**d. We observe good equalities practice in relation to staff**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

**e. We aim to reduce and remove inequalities and barriers that already exist**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

**f. We consult and involve to ensure views are heard**

In our development of policies, we engage with groups and individuals, including students who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting students, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

**g. We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

**h. We base our practices on sound evidence**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

**i. We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered and the engagement we have been involved in.

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

### **Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to student progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to students, their families and staff
- Our policies and practice in relation to student behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and students are recorded and dealt with appropriately.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support students in their class who have additional needs

## **Appendix A**

### **Information about The Clere School**

The Clere School is a small secondary school of 450 students. The proportion of students eligible for government funding, known as Student Premium, is below average. In this school the funding is used to support students eligible for free school meals, children who are looked after by the local authority, those adopted from care and some other students who have been identified as requiring extra support.

The proportion of students from minority ethnic groups is significantly lower than average with the majority of students being of White British heritage. Fewer students than average speak English as an additional language. The number of students has recently increased due to Ukrainian relocation of families.

The proportion of disabled students and those with special educational needs supported by the school is below average, although this is an increasing characteristic.

The 2020 SEND Code of Practice highlights that

1. All children are entitled to an education that is appropriate to their needs, promotes high standards and enables them to fulfil their potential.
2. In addition to the list of legal obligations under the Equality Act 2010 that explains that schools must not discriminate for a reason arising in consequence of a child or young person's disability.

The impact of these points is that The Clere staff will ensure that SEND students are not disadvantaged or discriminated against because of their specific needs. In practice, this means that staff will take into consideration individual differences in academic, pastoral and disciplinary matters.

Please refer to the school website <https://www.Clere.school/> for further information.

## **APPENDIX B**

### **EQUALITY OBJECTIVES**

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, students, parents and others in the following ways:

- Student voice and student surveys
- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing students with particular protected characteristics
- contact with the local community and disability organisations

#### **Objectives:**

1. To strengthen personal development learning at key stage 4 to enhance equality across our community.
  - a. To develop our values of Integrity, Respect and Community for all students
  - b. To promote resilience of our students to cope with the changing world around them and be ready for the next phase of their life beyond school.
  - c. To encourage tolerance to all members of society and differing religions.
2. Review coverage of LGBTQ+ topics across the whole of the SMSC curriculum and update appropriately.
  - a. Provide a fully inclusive environment where LGBTQ+ students and staff feel valued and respected.
  - b. Promote understanding of and support for the needs of LGBTQ+ students and staff
  - c. Foster an awareness and acceptance of LGBTQ+ issues through the provision of an inclusion curriculum
  - d. Monitor and robustly tackle the use of HBT( Homophobic, Biphobic and Transphobic) language and bullying.

3. To promote the importance of good attendance and raise attendance across different groups of “vulnerable” students.
  - a. Focus on FSM, PP and SEN students
4. To reduce the number of fixed term exclusions for students, particularly those in key disadvantaged groups, by offering educational provision in an internal inclusion setting.