

The Clere School



Equality Information and Objectives Policy

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1. Introduction

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

We believe that all pupils 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 Recruitment Policy.

2. National and Legal Context

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 also 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

3. School Context

The school collects equality information that is used to monitor aspects of our practice. See Appendix A.

4. Principles

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

4.1. 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
- 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
- Whatever their economic background

4.2. 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.
- Sex – we recognise that girls and boys, men and women have different needs.
- 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 students, staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

4.3. 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

4.4. 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).

4.5. 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.

4.6. 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 student voice; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

4.7. 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.

4.8. 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.

4.9. 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 (principle 8) and the engagement we have been involved in (principle 7).

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

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

5. 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 pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

6. 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.

7. 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

Equalities Information

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.

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).

Student-related data

Information	Evidence and Commentary
GCSE outcomes summer 2022 by cohort (unvalidated data)	Progress 8: All: -0.33 Girls: -0.40 Boys: -0.28 Disadvantaged: -0.77 EAL: -0.49 Basics: English & Maths All: 74% Girls: 81.8% Boys: 67.3% Disadvantaged: 38.9% EAL: 100%
Curriculum participation – Ebacc entries summer 2022	EBacc entries: All: 25% Girls: 29.5% Boys: 21.2% Disadvantaged: 11.1% EAL: 50%

Attendance by cohort (as of June 2023)	Girls and boys attendance: 88.43% EHCP: 85.26% - Identified Need Teacher Monitor: 87.67% SEN K: 83.05% Disadvantaged attendance: Pupil Premium: 82.20%
Student leadership team and prefect team for September 2023	Female: 63% Male: 37%

Staff data

NOTE: Care must be taken not to enable the identification of individual staff within the data published. The DfE's non-statutory guidance on the Equality Act advises that schools should consider (but are not obliged by) the DfE position on confidentiality which means that where information relates to fewer than 3 people, it is not generally published.

Information	Evidence and Commentary
Gender of workforce as at June 2023	Female: 79.6% Male: 20.4%
Race distribution of workforce	The school does not collect data regarding race of the workforce
Sexual orientation	The school does not collect data regarding sexual orientation of staff.

Other information

Information	Evidence and Commentary
Governor representation as at June 2022	The governing body is currently: Male: 18.2% Female: 81.8% (not including Clerk).

Qualitative information

The school has published various policies on the school's internet site clere.school.co.uk. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Appendix B

Equality objectives (2023 to 2027)

Objective	Action Required	Effect of Action
1. Maximising educational attainment and achievement of all pupils		
1.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) in order to identify and respond to trends and patterns • 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 	<ul style="list-style-type: none"> • School actively monitors attainment and achievement of all pupils across diversity groupings (by gender and disability) in order to respond to trends and patterns • 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
1.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 	<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

	<ul style="list-style-type: none"> • 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"> • 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
1.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 • 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"> • 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 • 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
1.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.

1.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 Voice 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 Voice 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
1.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
2. Raising Awareness and Understand Diversity Issues		
2.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 • 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"> • All aspects of diversity are included in all areas of the curriculum • 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
2.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 	<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

	<p>particularly homophobic, sexist or racist bullying or on grounds of disability</p> <ul style="list-style-type: none"> • 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"> • 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
2.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
2.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
2.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 • 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"> • SMSC provision delivered by Assistant Head Teacher and Tutors during Tutor Time and across the curriculum • Activities and displays in the Library and Learning Support Bases

2.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
3. Accessibility of Information and Buildings for Staff, Pupils, Parents and other visitors		
3.a. 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
3.b. 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
3.c. Provide support to new staff who are disabled and exiting 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"> • Disabled staff feel supported and have access to equipment that can be adapted
3.d. Promote positive mental and physical wellbeing, and resilience, across the school community.	<ul style="list-style-type: none"> • Refine student mental health support to minimise missed learning time. • Look at the role of the senior mental health lead in driving forwards mental health strategy for the school. • Develop opportunities to further engage with staff. 	<ul style="list-style-type: none"> • Fewer children out of lessons and for less time per child. • Decreased EBSA (Emotionally based school avoidance) absence. • Positive impact on staff and student surveys.
4. Staff Recruitment and Professional Development		

<p>Ensure recruitment and pay policies do not discriminate against any applicant</p>	<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 • Take action to eliminate unlawful pay discrimination 	<ul style="list-style-type: none"> • No discrimination exists due to recruitment policies • Monitoring showing 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.
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