



Equalities Information and Objectives (Public Sector Equality Duty) Statement for Publication

Formally adopted by:	The Clare School
On:-	6th January 2022
Headteacher:-	Rebecca Wicks
To be reviewed:-	Spring Term 2023

Introduction

The Clare School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage, extremism and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty (PSED) and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

The public sector equality duty (PSED) requires The Clare School to:

- Publish information to demonstrate how the school is complying with the PSED
 - This equality information must be updated **at least every year**
- Prepare and publish equality objectives
 - These objectives must be updated at least once **every 4 years**

The PSED was introduced by the Equality Act 2010 and applies to all schools. This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Purpose of the policy

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). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils. The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two other duties.

This requires all public organisations, including schools to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

This policy describes how The Clare School is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this (if necessary).

Governing Board

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. The Headteacher will promote knowledge and understanding of the equality objectives amongst staff and will monitor success in achieving the objectives and report back to the Governing Board.

Teaching and Support Staff

All school staff are expected to have regard to this document and to work to achieve the equality objectives as set out below. Teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school’s principles, for example, in providing materials that give positive images in terms of race, gender and disability

- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult; keep up-to-date with equalities legislation relevant to their work.
- provide training and guidance on Equalities for all staff new to the school as part of their safeguarding training.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Our approach to equality is based on the following 7 key principles

- 1. All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or nonreligious affiliation or faith background and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and induction, promotion, and in continuing professional development
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential regardless of their academic ability.
- 7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

What we are doing to eliminate discrimination

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services. We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers. We believe that every pupil attending The Clare School has access to the very best provision that is equal to all.

- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of specific equality consideration within our governor minutes.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all. Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:
 - prejudices around disability and special educational needs
 - prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers,
 - migrants, refugees and people seeking asylum
 - prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

What we are doing to advance equality of opportunity

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who require additional levels of support.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum (including via whole school/themed days).
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour and encourages a feeling of family and well-being.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures through curriculum plans and theme days.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events (eg Children In Need), Themed RE days, language and culture days, residential school trips, school educational visits to places of worship etc.

Other ways we address equality issues

- We maintain records of all training
- Our monitoring records include evaluations of aspects of Equalities
- We provide equal access for training and development through Performance Management for all contracted staff in school
- We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all of our school policies
- The implications for equalities of new policies and practices are considered before they are introduced

We ensure that the work we are doing on equalities meets the needs of the whole school community. We:

- review relevant feedback from the annual parent questionnaire, parents' evening, focus meetings or governors' meeting
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the pupils
- analyse issues raised in Annual Reviews or reviews of progress
- ensure that we secure responses and feedback at Governing Board meetings

Aspects of equal opportunities relating to staff.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are committed to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring arrangement

The Headteacher will update the Equality Information published on an annual basis. The Equality Objectives will be reviewed by the Headteacher and Governing Board at least every four years. This document will be approved by Headteacher and/or the Governing Board as appropriate.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Safeguarding
- Equal opportunities in employment
- Equal opportunities in employment - Disability

Equality Objectives 2022 – 2026

The Public Sector Equality Duty (PSED) requires The Clare School to prepare and publish specific and measurable equality objectives which are updated at least once every four years. Equality Objectives must be accessible to all staff, parents/carers and members of the community.

What issues and challenges can equality objectives address?

Equality objectives may relate to any of the three aims of the public sector equality duty, which are:

- Eliminating discrimination and other conduct prohibited by the Equality Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not

The objectives may be linked to challenges already identified in the school improvement plan, might respond to gaps identified through data analysis, or may result from consultation with pupils, staff and parents.

Possible challenges include:

- Narrowing gaps in attainment between groups of pupils, for example, girls and boys
- Improving the attendance of pupils from particular groups
- Increasing the participation of particular groups in school activities
- Reducing prejudice-related bullying and the use of derogatory language

- Encouraging girls to consider non-stereotyped career options
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities
- Improving the participation and engagement of different groups of parents and communities

Further guidance on other ideas for objectives can be found in section 5.28 of the [DfE guidance on the Equality Act](#).

It's a statutory requirement that equality objectives are 'specific and measurable'. This is to make sure that objectives are not vague or flimsy statements but reflect achievable improvements that The Clare School intends to make. Objectives should be clearly focused and demonstrate measurable outcomes. They should include a timeframe to help to measure success or progress towards achieving an objective.

Equality objectives should be clearly relevant to the groups with protected characteristics named in the Equality Act (age, disability, gender reassignment, marital status, pregnancy and maternity, race, religion and belief, sex, and sexual orientation), but may refer also to groups disadvantaged by social and economic factors. The [Equality and Human Rights Commission](#) (EHRC) said that, although neither the DfE nor the EHRC specify how many objectives a school must publish, it's best practice to develop more than one equality objective.

Objective 1

To gain Disability Confident Employer Level 1 status and include the 'Disability Confident Employer – Committed' logo on all job adverts, application forms and information by September 2022, to ensure that we remain an equal opportunities employer. To then work on gaining Disability Confident Employer Level 2 status by September 2023.

Why we have chosen this objective:

- We believe that we are already an equal opportunities employer, but think that this is an area that can still be improved upon
- To gain national recognition as a Disability Confident Employer
- To be able to display the 'Disability Confident Employer' logo on all job adverts in order to encourage positive disabled role models to apply to work at The Clare School

To achieve this objective we plan to:

- Sign up to the Government's Disability Confident Employer Scheme
- Gain Level 1 status – Disability Confident – Committed
- Work towards Level 2 status – Disability Confident Employer

Progress we are making towards this objective:

- Signed up to the Disability Confident Employer Scheme January 2022

Objective 2

To ensure that we put into place further methods of support for our Hearing Impaired staff, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective:

- We have several members of our staff team who are Hearing Impaired. Whilst we try as hard as possible to ensure we have included all reasonable adjustments that these staff members need, there is always scope for improvement.

To achieve this objective we plan to:

- Install more 'soundfield' systems in school for our Hearing Impaired staff
- Ensure that we use an external BSL qualified translator for all staff training rather than rely upon other staff to act as translators
- Ensure that Hearing Impaired staff are able to access any online training that is offered (For example, we need to ensure that if video clips are used they have a transcript available)

Progress we are making towards this objective:

- We have received a grant for £4000 to support the installation of more soundfield systems in key areas (Hall, Life Skills, Two classroom areas)
- We employed a BSL translator for 'Feeder' training (January 2022)
- We have signposted all staff to various mental health helplines in the past, but these rely on staff being able to use a telephone. We have now ensured that all staff have access to a Text support line to support those who cannot use a telephone or who prefer to text.

Objective 3

To support the wider school community to use our adapted facilities outside school hours, for example during weekends and evenings

Why we have chosen this objective:

- We know that sometimes our pupils and their parents find it difficult to access suitably adapted spaces for leisure activities, birthday parties etc. We know that our pupils need access to overhead hoisting, adapted changing facilities and areas that have level access.
- We know we can provide this space

To achieve this objective we plan to:

- Put locks on internal doors to ensure site security during any external hire of our premises
- Let parents know that our facilities are available for use outside school hours
- Investigate hiring agreements, insurance etc.

Progress we are making towards this objective:

- Internal door locks fitted in main school building January 2022

Objective 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the end of July 2022. A certificate of attendance and/or proof of passing course assessments will be used as evidence of achieving this objective.

Why we have chosen this objective:

- To ensure that all staff and Governors involved in recruitment and selection are aware of their legal responsibilities in relation to the Equality Act 2010 and the 'protected characteristics' that form the basis of this law

To achieve this objective we plan to:

- All staff involved in recruitment and selection will complete a training course either by Educare (<https://www.educare.co.uk/courses/equality-and-diversity>) or High Speed Training (<https://www.highspeedtraining.co.uk/business-skills/equality-and-diversity-training-course.aspx>)

Progress we are making towards this objective:

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Progress towards achieving these objectives was last reviewed on 17/1/22