



# Equality Information and School Objectives

**Clarity Independent School**

**Bridge Barn Farm**

**Woodhill Road**

**Sandon**

**CM2 7SG**

***Clarity Independent School is committed to safeguarding...***

*"Our school is committed to our whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes and policies...We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and caregivers to keep children safe."*

Clarity Safeguarding Policy September 2025

**Written by Debbie Hanson**

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## Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

## This means that in practice, we will:

- **Demonstrate awareness of our duties** under the Equality Act 2010 by assessing the impact any decision or action will have on people with protected characteristics
- **Consider any equality implications** when developing and approving policies and reviewing them regularly with equality in mind
- **Carry out these analyses seriously, rigorously and with an open mind.** It must be more than a box-ticking exercise.



- **Doing this ourselves**, as a school, so that equality practices become embedded in everything we do.

## Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty 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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), and the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

This document complies with our funding agreement on the National Schools Contract and Individual Pupil Agreements.

## Roles and responsibilities

The Head Teacher 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 daily to the Senior Leadership Team (SLT)

The Equality Leader is the Head Teacher. They will:

- Have overall strategic oversight of Equality and Diversity in the school
- Meet with the SLT to conduct an Equality and Diversity Impact Assessment every year, and



other relevant staff members, to discuss any issues and how these are being addressed

- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the SLT regarding any issues to address

The SLT will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to the Head Teacher
- Support the Head Teacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the Equality Leader every year to raise and discuss any issues and to conduct an Equality and Diversity Impact Assessment
- Support the Head Teacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in the final section.

## **Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year via the Level 2 Equality and Diversity training course online via Educare (TES).

The school has a designated member of staff for monitoring equality issues (SLT), and an Equality Lead (HT). They regularly liaise regarding any issues and make other staff members aware of these as appropriate.



## **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities and opportunities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different protected characteristics are performing (where minimum numbers of pupils exist)
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with protected characteristics, (where minimum numbers of pupils exist) identifying any issues which could affect our own pupils

## **Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding class discussions and school meetings dealing with relevant issues. Pupils will be encouraged to take a lead in such discussions and meetings, and we will also invite external speakers to contribute.



- Working with our local community. This includes inviting leaders of local faith groups to speak at class discussions and school meetings, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, where conflicts of opinion arise, pupils will be supported in working through a process of reflection that includes hearing the views of the other party and participating in restorative justice meetings. This forms part of the educational consequences and learning to challenge perceptions and promoting tolerance in school and the wider society. All pupils are encouraged to participate in the school's activities, such as sports, arts and music activities. We also work with parents to promote knowledge and understanding of different cultures and conduct training courses for parents on current issues where necessary.
- We have developed links with people and groups who have specialist knowledge about protected characteristics, which helps inform and develop our approach.

## **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record of our assessment of potential impact on equality, to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically.

## **Links with other policies**

This document links to the following policies, because at Clarity Independent School, we believe in championing Equality throughout the whole school community:

- Accessibility Audit



- Accessibility Plan
- Accessibility Policy
- Risk Assessments (trips and activities, individual staff, general school risk assessments)
- Risk Assessment Policy
- Behaviour Policy
- PSHCE and RSE Policy
- Anti-bullying Policy
- Child on Child Harmful Sexual Behaviour
- Complaints Policy
- Curriculum Policy
- Health and Safety Policy
- Safeguarding Policy
- Safer Recruiting Policy
- SEND Policy and SEND Report
- Admissions Policy
- Assessment Policy
- Attendance Policy
- Charging and Remissions Policy
- Children's Rights Policy
- Data Protection Policy
- E-safety Policy
- Home School Communication Policy
- Medical Needs and First Aid Policy
- Mental Health and Wellbeing Policy
- QA Performance Management Policy
- QA Lesson Observation Policy
- Remote Learning Policy
- Subject Access Request Policy
- Time off for Special Circumstances Policy
- Uniform Policy
- Exam Policies (See list on website)



## **Equality objectives – Run from March 2023 – March 2027**

### **Objective 1**

**Widen the range of recruitment advertisement to attract a more diverse applicant base and increase diversity amongst the staff team.**

Why we have chosen this objective:

Being a predominantly white, British area demographically, we tend to receive most applications from female applicants within this characteristic and wish to monitor this to determine what actions we can take to ensure we are not discriminating against other protected characteristics. We have come so far with this objective in that we have recruited more males onto the team in the past two years (4 out of 12), recruited two young persons under the age of 20 at the time of application and another aged 21, to diversify the age range of the staff team. We have also recruited a member of staff with disabilities and four non-UK National members of staff, three of which are from minority ethnic groups. However, our applications are still mostly from white British applicants. There is further potential for development of this.

To achieve this objective, we plan to:

Have the Business Manager collect and record data on these protected characteristics, and report back to SLT.

Progress we are making towards this objective:

1. HT met with Business Manager (BM) to explain the task and set a procedure in place. DONE
2. BM to complete procedure and report back to SLT.
3. BM continue to record data to analyse with HT.

### **Objective 2**

**To have in place a reasonable adjustment agreement for all staff with disabilities, or in need of any specialised equipment, allergies etc. to continue to meet their needs well and make sure that any disadvantages they experience are addressed.**

**Why we have chosen this objective:**

It is important to ensure that all staff can work safely, in comfort and without detriment, and that their needs are met so that they do not experience disadvantage or discrimination.

To achieve this objective, we plan to:

Continue to hold termly reviews of individual staff Risk Assessments and Individual Health Care plans in place, and account for staff's needs, with associated protected actions for the school and the staff member. Risk assessments for activities / trips include staff as well as pupils so that they



are aware of whether they can take part safely and any actions needing taking to ensure they are not excluded or discriminated against.

**Progress we are making towards this objective:**

IHCPs and IRAs have been formed and reviewed several times over the first year. Trip risk assessments have been formed and reviewed regularly to consider staff needs and concessions.

IHCPs and IRAs are now routinely reviewed and updated for all relevant staff at the beginning of each term.

SLT has identified and provided more opportunities to hear staff voice, for example, during staff meetings and briefings, SWOT analysis, annual ISS Standards reviews to form the school's development plan, through staff voice questionnaires and the making of face-to-face appointments with staff to hear their views. Collaborative methods of working on tasks are being explored to increase staff peer mentoring, increased preparation time for training, wellbeing and teamwork.

### **Objective 3**

**All of our staff will feel confident in responding effectively and early, to prejudice-related bullying, as shown in the annual staff survey and termly SWOT analysis.**

**Why we have chosen this objective:**

This was something identified from staff feedback questionnaires in the past, due to some challenging behaviours from previous pupils. We would like to respond to this identified need by targeting it.

**To achieve this objective, we plan to:**

Continue the good work we began, in conducting behaviour training sessions familiarising staff with our Behaviour Policy and the strategies contained therein, from induction onwards.

Embed this training in safeguarding training sessions where this overlaps with safeguarding to have a 360° perspective on safeguarding and behaviour development.

Clarify behaviour records on our reporting system using a template procedure, so that it is easier for SLT to monitor and staff themselves review their own and peer's practice according to whether it follows the school policy, or not, to develop best practice.

More closely monitor the school's behaviour records for any less effective practice to be addressed in a timely manner and exemplify model practice surrounding dealing with behaviour. To improve reporting of these issues by SLT, to the Headteacher to oversee and enhance staff development.



Discuss specific cases at daily briefing and monitor impact, to ensure behaviour management is effective.

**Progress we are making towards this objective:**

The Behaviour Policy has been updated again in November (annually), and staff have all been trained on it, including the additional strategies in the Appendices, for staff to use in upskilling their behaviour management skills. Regular familiarisation will continue through staff meetings, annual Therapeutic Thinking Training and policy updates.

Informal, scenario-based behaviour training will continue to be conducted most days during briefings and weekly staff meetings.

Improved focus on the behaviour curriculum to analyse and understand behaviour. A focus on staff-pupil relationships continues. Exemplar practise continues in understanding pupils' needs and roots of pupils' behaviour, so that pupils have safe, trusted staff members from whom they can learn positive behaviour strategies and rely on for reassurance and support. Nominated staff complete refresher training with Therapeutic Thinking to upskill techniques and knowledge regarding behaviour to be shared with staff and implemented as best practice.

In April 2025 two SLT members completed a one-year, Level 4 SEMH course, to enhance the provision for pupils struggling with SEMH difficulties. SEMH knowledge and strategies will be cascaded to staff through daily briefings, staff meetings and SEND paperwork review meetings. A further four members of staff are enrolled on the Level 4 SEMH course for completion in 2026. Two members of staff have become Trauma Perceptive Practice Mentors and have been cascading knowledge across the staff team this and last year, and a further staff member is conducting the training in the year 2025-2026.

Reviews of pupils' 'live' needs is discussed daily at staff briefings and is then fed into shared Therapeutic Plans, Regulation plans and Pupil Profiles. These are also updated termly. Audit of Need will be reviewed to ensure intervention strategies are individualised for specific pupils.

**Objective 4**

**All our staff will feel confident in responding effectively and early to phrases used by pupils (often due to echolalia and associated with the social communication difficulties of their autism e.g. repetitive / derogatory / depreciating phrases) but which could be judged as derogatory, discriminatory or dangerous by visitors, who do not know the child and their needs.**

**Why we have chosen this objective:**

We admit pupils into the school from a variety of walks of life, and they are all at different points along their learning journeys. Habits take time to unlearn and change into more healthy habits and



we must be patient whilst supporting children to develop in this area of language, through regular modelling and practice. The use of and types of language used are continuously under review and being supportively dealt with at the school. We have a zero tolerance to the use of derogatory / discriminatory / offensive language, but it would not be appropriate or in the best interests of any child in the school to immediately chastise the young person in front of their friends when they are already heightened. Instead, this is done through a supportive conversation, in private, later, once the young person has regulated themselves again. Educational consequences are applied, so that the young person learns over time, to develop their use of language to more appropriate realms and create new, more positive habits. Any fractures in relationships between pupils and staff are restored the same day where possible, to prevent further escalation.

**To achieve this objective, we plan to:**

- Improvements have been made in that staff are much more familiar with dealing with offensive language. This will continue to be reinforced through further staff training on our Behaviour Policy as above
- Hold staff meetings regularly through the year and during daily briefings
- Embed the training into safeguarding training to ensure a 360° approach
- Increase reflective practice, monitoring and training in response to incidents

**Progress we are making towards this objective:**

- As above.

## **Objective 5**

**All our staff will feel confident in identifying and responding effectively and early to students' mental health needs with a range of evidence-based strategies.**

**Why we have chosen this objective:**

It is recognised that whilst our previous cohorts of pupils' main presenting needs were SEMH and ASD, with other SEND such as ADHD and specific learning difficulties, our most recent cohorts of students are increasingly experiencing mental health difficulties, such as anxiety, depression, experiencing self-harm ideation and disordered eating.



**To achieve this objective, we plan to:**

- Upskill the staff team with training, sharing evidence-based good practice strategies in daily briefings, staff meetings and pupil reviews.
- Increase our communication around mental health identification, early interventions and evidenced-based strategies.
- Update pupils' SEND paperwork to include Mental Health difficulties experienced, and ideal strategies to apply.
- Increase early identification of mental health needs and obtaining diagnoses and treatment where appropriate.

**Monitoring arrangements**

The Head Teacher will update the equality information we publish above at least every year and approve the documentation.

This document will be reviewed by the Head Teacher at least every 4 years. Next formal review is March 2027.

Overall responsibility for Equality Information and Equality Objectives in **Clarity Independent School** rests with the Head Teacher, Debbie Hanson.