

Equality Policy

Clarity Independent School

**Bridge Barn Farm
Woodhill Road
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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

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Contents

Introduction.....	3
Aims and Core Values.....	3
Legislation and Guidance.....	6
The Legal Framework.....	6
Responsibilities.....	7
Staffing: Safer Recruitment and Professional Development.....	8
Pupil Admissions.....	14
Concerns and Complaints.....	18
Links with other policies.....	18

Introduction

Clarity Independent School ('the School') is committed to being inclusive. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity are at the core of all the School's activities.

This policy applies equally to current and prospective members of the School community, including parents. Staff should refer to the Equal Opportunity Policy in the Staff Handbook.

This policy is made available on the School website and can be made available on request.

All school policies can be made available in large print or other accessible format if required.

The School is committed to a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under *the protected characteristics – Equality Act 2010* (www.legislation.gov.uk/ukpga/2010/15/section/4).

The School is committed to promoting and developing inclusion & equality of opportunity in all its functions and will seek to do this by:

- Communicating its commitment to equality and diversity to all members of its community
- Ensuring all staff and pupils are aware of the aims of this policy
- Briefing for staff and pupils on the Equality Policy
- Developing monitoring, evaluation and review mechanisms of school policies and procedures and decision-making
- Demonstrating our zero-tolerance attitude towards discrimination by taking all allegations seriously and implementing procedures to record these

Aims and Core Values

This policy is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'nine protected characteristics'. The protected characteristics are:

- Age
- Disability
- Gender reassignment



- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

Equality of opportunity at The School means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community; pupils, staff, parents and carers and community members.

The core values and ethos of the Equality Policy and The School, are:

- Eliminate unlawful discrimination on the grounds of any of the protected characteristics and comply with The School's equality obligations contained in the Equality Act 2010
- To provide a safe environment in which all our children can thrive and achieve all of the outcomes in Keeping Children Safe in Education
- Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language
- To prepare pupils for life in a diverse society and world
- To meet the diverse needs of the pupils
- To ensure that an inclusive ethos is established and maintained
- To make The School a place where everyone, irrespective of their race, age, colour, ethnic or national origin and first language, gender reassignment, religion or citizenship, feels welcomed and valued and has a sense of belonging
- To respect and value linguistic, cultural and religious diversity in the school and wider community



- To develop each pupil's sense of personal and cultural identity and to encourage pupils to be confident, receptive and respectful towards others' identities
- To acknowledge the existence of prejudice and be proactive in tackling and eliminating discrimination
- To ensure that issues related to equality and prejudice are recognised across all areas of school activity
- To ensure that equality and equity of access are an integral part of all planning and decision making within the school

To Achieve These Aims We Will:

- Involve, where reasonably practicable, all members of the School community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- Publish and share school policies to the whole School community
- Regularly audit the accessibility of the curriculum and environment for pupils and staff to ensure that communication needs are being met where SEND or cultural factors might form initial barriers
- Collect and analyse admissions data such as pupils eligible for Pupil Premium or those with English as an additional Language (EAL), against academic progress to monitor any potential disadvantage amongst the pupil body
- Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any language barriers, learning support needs, mental health challenges and/or disabilities a pupil may have
- Ensure the wider school curriculum promotes and celebrates equality and diversity
- Operate a clear zero tolerance policy towards abusive or discriminatory behaviour
- Ensure that staff understand their professional responsibilities with regards to Whistleblowing and how to report behaviour that is discriminatory
- Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination

Our School Ethos States That:

“... we believe that children thrive in a loving environment, where they are free to be themselves, to be happy, to grow and learn. They are encouraged not only to tolerate each other, but to have mutual respect for each other, their teachers and for other staff and visitors, learning ways to celebrate their uniqueness and individuality. We spend a significant amount of time learning about how to do this in practice so that they can become the best, healthiest and most successful form of themselves. We aim to be a school where children have fun, are confident learners with a high self-esteem; where children learn to love learning and carry this ethos with them throughout their lives.”

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](#), 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](#).

The Legal Framework

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.

Discrimination can take the following forms, including:



- Direct Discrimination – This occurs where a person is treated less favourably than others because of their (or a family member’s) actual or perceived protected characteristic.
- Indirect Discrimination – This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic, and which cannot be justified as a proportionate means of achieving a legitimate aim.
- Victimisation – This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.
- Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual’s dignity or creating a hostile, humiliating or offensive environment for that individual.
- Disability Discrimination – This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

Responsibilities

The Head Teacher will ensure that:

- The School complies with all relevant equality legislation
- That the school promotes knowledge and understanding of the equality objectives among staff and pupils through training and the curriculum
- ‘Due regard’ is taken when making decisions or taking action to whether it may have particular implications for people with particular protected characteristics
- The policy, relevant procedures and strategies are implemented

The Senior Leadership Team (SLT) have responsibility for:

- Ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School



- Identify training needs and supporting the Headteacher to plan and deliver training

Each member of the School community is responsible for:

- Being a positive role model for inclusive behaviour
- Being alert to and actively challenging discrimination; embracing diversity; respecting different faiths and beliefs; and upholding equality of opportunity for all
- Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources

Staffing: Safer Recruitment and Professional Development

The Head Teacher is:

- Committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents and carers of the school.
- Recognises the value of a diverse and inclusive workforce.
- Always operates within the requirements of anti-discrimination legislation and will promote equality positively in its staffing decisions.
- All decisions, including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay will be based on an objective and fair assessment of school requirements.
- The only personal characteristics which will be considered will be those which are necessary for the requirements and proper performance of the work involved. There will be no generalised concepts or assumptions about the characteristics of groups. All staff have the right, through the agreed procedure, to challenge any decision or action taken which they believe to be in breach of these principles. Any member of staff who deliberately and knowingly contravenes this policy will be liable to formal disciplinary action.

The Head Teacher will:

- Give sympathetic consideration for requests for time off for religious observance from staff who are active members of religions or beliefs, although such time off will be unpaid and will be considered only subject to the operational requirements of the school
- Wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment, including terms and conditions of employment, to help overcome practical difficulties created by applicants and members of staff who have a disability
- Acknowledge these areas of regulation and will confirm The School's commitment to enforce these statutory requirements in the school

Advertising of Vacancies:

Vacancies will be advertised openly and will normally be available for members of staff in the school to apply. All decisions relating to appointments or promotions will be conducted in accordance with the following principles:

- A detailed job description will be drawn up which accurately describes the duties of the post.
- An objective and sufficiently detailed person specification will be defined from the job profile.
- Job descriptions, person specifications and the selection criteria will be available to all candidates.
- Shortlisting will be carried out against the selection criteria and a written record retained of the assessment of each candidate.
- Selection decisions will be made against the agreed criteria and no other criteria will be used.
- A written record of the selection decision relating to the agreed criteria will be retained.

- Reasonable adjustments will be made to the recruitment and selection process where necessary to ensure that people with disabilities are enabled to compete for appointments in the school.

Specific Issues:

1. Age:

The Head Teacher is opposed to any direct or indirect discrimination based on age.

2. Disability:

The Head Teacher is opposed to any discrimination against people with disabilities based on assumptions of their ability or otherwise to carry out the duties of a post in the school.

Where a candidate who has a disability is appointed to the post in the school, reasonable provision will be made for adjustments to the working conditions or environment where this is practicable.

3. Gender Reassignment:

The Head Teacher is opposed to any discrimination as a result of a person proposing to undergo, undergoing or having undergone a process (or part of a process) for the purpose of reassigning the person's gender.

4. Marital Status or Civil Partnership:

The Head Teacher is opposed to any discrimination against employees as a result of being married or in a civil partnership.

5. Pregnancy and Maternity:

The Head Teacher is opposed to any discrimination against a woman because of her pregnancy and/or maternity leave.

6. Race:

The Head Teacher is opposed to any direct or indirect discrimination based on race, colour, ethnic or national origin or first language,. There may be situations in the school which require special consideration and when an occupational requirement may apply to justify

the employment of someone of one race or ethnic origin. However, these situations will be unusual and exceptional and will be discussed with staff in advance.

7. Religion or Belief:

The Head Teacher is opposed to any direct or indirect discriminations based upon religion, belief, or non-belief.

8. Sex:

The Head Teacher is opposed to any direct or indirect discrimination based on a person's sex. There may be situations in the school which require special consideration and where a genuine and determining occupational requirement may apply to justify the employment of someone of a particular sex. However, these situations will be unusual and exceptional and will be discussed with the staff in advance.

9. Sexual Orientation:

The Head Teacher is opposed to any direct or indirect discrimination based on perceived or actual sexual orientation.

10. Harassment or bullying:

The Head Teacher is opposed to any unwanted conduct relating to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. The Head Teacher is further opposed to any act of victimisation, harassment or bullying against any member of staff either by an employee or third party based on assumptions about their status in the above categories or any other grounds. Such action will be investigated in accordance with the school's procedure and may lead to formal disciplinary action.

11. Non-Statutory Aspects:

Although there are no statutory requirements regarding discrimination against any other groups or characteristics of staff, the Head Teacher wishes to state that she will not in any way discriminate against members of staff or applicants for posts on the grounds of their political affiliation.

Positive Action:

The Head Teacher recognises that the avoidance of discrimination is not enough to ensure that equality exists in the school. The Head Teacher will therefore consider measures of positive action which may assist in achieving the aims of this policy. This action is designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Head Teacher will not discriminate in favour of individuals from specific groups (positive discrimination) but will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:

- Encouraging applications from specific groups which are under-represented in the school, but make it clear that selection will be on merit
- Encouraging people with disabilities to apply for posts
- Advertisements which encourage applications from individuals of a particular religion or belief, but make it clear that selection will be on merit
- Flexible working – promoting the use of job shares and flexible working where operational factors make it possible
- Language/literacy training
- Supportive training measures for under-represented groups
- Assistance with applications for candidates with language problems
- Commitments to interviewing disabled people who meet the basic criteria for the post
- Encouraging staff to become representatives of trade unions/associations

Harassment and Grievance Procedures:

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms, including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed towards them or harassment because of perception or association.

The Head Teacher is committed to the principles of dignity at work for its entire staff in the school. This includes the right to be treated with respect by all managers and colleagues.

The Head Teacher will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

The School has procedures to resolve grievances and for the handling of complaints or harassment and bullying at work. The Head Teacher is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be Debbie Hanson, Head Teacher. In addition, staff have the right to approach their professional association or trade union representative for support.

Monitoring:

The school will keep records of existing staff and new applicants which can be analysed to provide data to assess whether equality is being demonstrated.

The Head Teacher will regularly monitor the effectiveness of its policy by the following methods:

- All applicants for posts will be invited to indicate whether they have any special requirements or require reasonable adjustments to enable them to submit an application, attend an interview or carry out duties of that post. Responses to this question and appropriate actions taken by the school to accommodate people with disabilities will also be monitored as part of this process.
- Staff will be invited to give feedback from time to time and to make suggestions for improvements.
- The incidence of complaints under the above procedures and any other aspects of this policy will be monitored.

- The Head Teacher will ensure that the information is stored in an appropriate and confidential format in accordance with the Data Protection Act 2018.

Training:

The principles outlined above in relation to fair and equal treatment will also apply to selection for training. Requests for training will be considered in accordance with the school's operational priorities, based on the school's overall development plan and budget allocations.

Similarly, the training of school staff in issues of equality and discrimination is an essential part of our Equality Policy.

Where training is scheduled to take place on site, the school will, where possible, adapt the methods of training delivery if current arrangements disadvantage individuals or groups of staff.

Pupil Admissions

The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. The School accepts applications from, and admits, pupils irrespective of any protected characteristic.

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils. Please refer to the Admissions Policy.

Information about the pupils' ethnicity, first language, religion, physical needs, medical needs etc. is included on all the admission forms.

Parents and carers are aware of their rights and responsibilities in relations to pupils' attendance, and absence is always followed up by appropriate staff.

Reasonable provision is made for leave of absence for religious observance which includes staff as well as pupils.

Provision is made for pupils on extended leave, so they are able to continue with their learning.

Parents must inform the School when completing the registration form of any special circumstances affecting their child, which may affect the child's ability to fully participate in the education provided by the School. The School will not offer a place to a child if, after reasonable adjustments have been considered, the School cannot adequately cater for and/or meet their needs.

Religious Belief:

Although the School's religious ethos is based mainly on Christian values and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or no religion or faith).

Curriculum:

1. The curriculum builds on pupils starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Pupils from economically disadvantaged backgrounds
- Pupils learning English as an additional language (EAL)
- Pupils from ethnic minority groups
- Pupils who are looked after by the Local Authority
- Pupils who are at risk of disaffection and exclusion
- Pupils who are gifted and talented

2. Wherever possible, the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

3. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

4. Special events cater for the interests and capabilities of all students and take account of parental concerns related to religion and culture.

Teaching and Learning:

1. Teachers ensure that the classroom is an inclusive environment, having made and continuing to make reasonable adjustments, in which pupils feel all their contributions are valued.
2. All pupils have access to a curriculum that attempts to best meet individual needs subject to normal timetabling and resource restrictions.
3. Teaching is responsive to pupils' different learning styles and takes into account pupils' cultural backgrounds and linguistic needs where they exist.
4. Teachers take positive steps to include all groups or individuals.
5. Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under regular review.
6. Teachers recognise the importance of displays and resources as a way of communicating with all school users and ensure they represent, promote, inform, support and celebrate all sections of the school and wider community without bias, discrimination or stereotyping.

Assessment, Pupil Achievement and Progress:

1. All pupils have the opportunity to achieve to their highest standards. The School ensures that assessment is free of gender, cultural and social bias and that assessment methods are valid.
2. The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The School ensures that action is taken to counter this.
3. Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The School recognises all forms of achievement.
4. All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future planning.
5. Staff use a range of methods and strategies to assess pupils' progress.

6. Where pupils are entitled to Access Arrangements for examinations, a process will be completed to ensure that the relevant Access Arrangements are applied for and implemented, so that pupils are given the best chance of performing to their potential.

Behaviour, Positive Support and Exclusions:

1. The School expects high standards of behaviour from all pupils.
2. The school's procedures for supporting pupils and managing behaviour are fair and applied equally to all. Individual behaviour plans are created for pupils to identify provisions that meet specific needs.
3. It is recognised that cultural background may affect behaviour. This knowledge is included as part of a behaviour analysis tool that is actioned where observed behaviour differs from that stated on the school's Behaviour Policy or individual behaviour plans. The School takes cultural background into account when dealing with incidents of non-compliant or unacceptable behaviour.
4. All staff operate a consistent therapeutic approach to behaviour where punitive measures are replaced with educational consequences and restorative justice.
5. Pupils, staff, parents and carers are aware of the procedures for dealing with harassment. They know that any language which is potentially damaging to any minority group is always unacceptable.
6. Behaviour which does not reflect equal opportunities is always unacceptable and will be dealt with accordingly.

Personal Development and Pastoral Care:

1. Pastoral support takes account of religious and ethnic differences and the experiences and needs of refugee and asylum seeker children.
2. The School provides appropriate support for pupils learning English as an additional language and encourages them to use their home and community languages.
3. The School takes account of and meets the needs of traveller pupils.
4. Appropriate support is given to victims of harassment and intolerant behaviour using the support of external agencies where appropriate.
5. The curriculum and pastoral systems promote and reinforce equal opportunities.

Partnerships with Parents and Carers and the Community:

1. Ensure pupil progress information provided for parents and carers is accessible and appropriate in order to ensure that all parents and carers can participate in the dialogue. Parents and carers are encouraged to telephone the school for an appointment at any time if they have concerns.
2. All parents and carers are encouraged to participate at all levels in the full life of the school.
3. The School works in partnership with parents, carers and the community to develop positive attitudes to diversity and to address any specific incidents.
4. The School takes steps to encourage the involvement and participation of under-represented groups of parents/carers and sections of the community.
5. Information material for parents/carers is easily accessible in user friendly language and can be translated into the parents/carers first language where this supports clearer communication.
6. The premises and facilities are equally available and accessible as far as is reasonably possible for visitors.

Concerns and Complaints

The School will seek to provide a supportive environment for those who make claims of discrimination and/or harassment. Any pupil who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to the Head Teacher or may use the School's pupil complaints procedure to seek remedy to such matters.

Any pupil who harasses another pupil on the grounds of any protected characteristic will be subject to the School's behaviour management in accordance with the School's Behaviour Policy.

If parents feel this policy has been breached, they should raise their concern or complaint through the School's Complaints Policy which is available on the School's website or can be available upon request.

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Head Teacher.

Links with Other Policies

Accessibility Plan

Accessibility Policy

SEND Information Report

SEND Policy

Anti-bullying Policy

Complaints Policy

Exam Policies (Access Arrangements)

Medical Needs and First Aid Policy

Risk Assessment and Hazard Control Policy

School Development Plan

Monitor and Review:

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage sections of the community. This policy will be given to all staff through normal management meeting mechanisms and the Head Teacher ensures that it is known and understood by staff. This policy will also be made available to potential applicants for vacant positions in the school.

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