



# 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 care-givers to keep children safe."*

Clarity Safeguarding Policy September 2022

**This is version [3]**

**Written: 4.3.19**

**Updated Date: 31.1.23**

**Name: Debbie Hanson**



## Contents

Aims.....	2
This means that in practice, we will:.....	2
Legislation and guidance.....	3
Roles and responsibilities.....	3
Eliminating discrimination.....	4
Advancing equality of opportunity.....	4
Fostering good relations.....	5
Equality considerations in decision-making.....	6
Equality objectives.....	6
Monitoring arrangements.....	9
Links with other policies.....	9

## 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](#).

This document also 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 on a daily basis 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 particular 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 characteristics are performing
- 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 particular protected characteristics, 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, we try to make sure our school council has representatives from different year groups and is formed of pupils from a range of backgrounds (we have only 12 pupils in our school, which can make this challenging). 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 particular 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 with the completed risk assessment.

## **Equality objectives**

### **Objective 1**

**Undertake an analysis of recruitment data and trends in regard to race, gender and disability by January, and report on this to the Senior Leadership Team.**

Why we have chosen this objective:

Being a predominantly white, British area demographically, we tend to receive most applications from 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.

To achieve this objective, we plan to:

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

Progress we are making towards this objective:

1. HT to meet with Business Manager (BM) to explain the task and set a procedure in place.
2. BM to complete procedure and report back to SLT.



## Objective 2

**Have in place a reasonable adjustment agreement for all staff with disabilities by January, to meet their needs better 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 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:

Have individual staff Risk Assessments and Individual Health Care plans in place, which are updated termly, and take into account 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:

These have been started and are under review, following feedback from staff members. Trip risk assessments are being completed and are under review.

## Objective 3

**By January 2023, 90% 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 pupils. We would like to respond to this identified need by targeting it.

To achieve this objective, we plan to:

Conduct behaviour training sessions familiarising staff with our Behaviour Policy and the strategies contained therein.

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

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.

Clarify behaviour records on our reporting system, 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.

Progress we are making towards this objective:

Updated the Behaviour Policy ready, with additional strategies for staff to use in upskilling their behaviour management skills.

Planned trainings to include behaviour management at INSET in January 23, April 23, and several staff meetings.



#### **Objective 4**

**By January 2023, 90% of 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 take pupils from all 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, through regular 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 on, 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.

To achieve this objective, we plan to:

Offer further training staff on our Behaviour Policy as per above

Staff meetings regularly through the year

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**

**Include the 'Two Ticks' positive infographic about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.**

Why we have chosen this objective:

To ensure we are communicating our intentions to employ people with disabilities and not discriminate against them.

To help address the under-representation of people with disabilities in the school workforce.

To achieve this objective we plan to:



DH and BM to meet to change templates

Progress we are making towards this objective:

This has been put on our website.

## **Monitoring arrangements**

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

This document will be reviewed by the Head Teacher at least every 4 years.

This document will be approved by the Head Teacher.

## **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
- Curriculum 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