



Clovelly House School
Stay safe, respect, achieve

Equalities Policy

January 2022

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Equalities Policy

1. 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

2. 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](#).

3. Roles and responsibilities

The School Leadership Team 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The Equalities Officer for the school is TBC. They will:

- Meet with the Principal every half term, and other relevant staff members weekly, 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 Principal regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to the Senior Leadership Team

The designated member of staff for equality will also:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher 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 section 8.

4. 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 and senior leaders 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.

[The school has a designated member of staff for monitoring equality issues, who will report back directly to the school Principal. They regularly liaise regarding any issues and make senior leaders aware of these as appropriate.

5. 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 which 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 societies)

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 above data 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

6. 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 assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute



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- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, 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, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. 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, (known as an Equality Impact Assessment), to show we have actively considered our equality duties and asked ourselves relevant questions. This may be 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.

8. Equality objectives

Objective 1: *Undertake an analysis of recruitment data and trends with regard to race, gender and disability annually, and report on this to the Principal.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

Objective 2: *Have in place a reasonable adjustment agreement for all staff with disabilities annually, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

Objective 3: *Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

Objective 4: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

Objective 5



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Include the 'Two Ticks' positive 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 achieve this objective we plan to:

Progress we are making towards this objective:

9. Monitoring arrangements

The Principal will update the equality information we publish, at least every year.

This document will be reviewed by the Principal and Senior Leadership Team at least every 4 years.

This document will be approved by Principal and Senior Leaderships Team.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equalities Action Plan



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Appendix 1 – Equalities Action Plan, January 2022

Objective	Why we have chosen this objective:	To achieve this objective we plan to:	Progress we are making towards this objective:	Completion date:
1. Undertake an analysis of recruitment data and trends with regard to race, gender and disability annually, and report on this to the Principal.	To ensure that the school considers equal opportunities when recruiting new staff So that children experience diversity among the staff team So that the school is welcoming and encourages all potential candidates who are able to offer their skills knowledge and understanding to the team and that pupils benefit from a culturally diverse team	Review and analyse recruitment data Review job and specifications criteria when placing adverts for new staff to ensure that they encourage and demonstrate support for diversity Discuss when reviewing the 'Workforce development plan'	Currently the school cohort has 10% ethnic minority in placement The school staff team comprises 33% ethnic minority groups and 8% SEND The school recently recruited new staff – of the candidates who met the criteria for the post, (5), one was ethnic minority. That person was a strong candidate and was offered a follow up interview, but failed to attend.	
2. Have in place a reasonable adjustment agreement for all staff with disabilities annually, to meet their needs better and ensure that any disadvantages they experience are addressed.	To demonstrate that we welcome staff with disabilities and are prepared to make adjustments for them to succeed in the role To appreciate the contribution made by people with disabilities for the benefit of the school To demonstrate our commitment to supporting inclusion and diversity	To consider allocation of tasks that he could manage To give training and written instructions to follow when completing tasks To encourage pupils and staff to be tolerant of all persons and to support an inclusive ethos	The school appointed a caretaker who has ASD. The caretaker was treated with respect by staff and pupils. Adjustments were made for the staff member: – his timetable was structured to suit him, - he was given written instructions and extensive training to complete the role - he was included in all staff social events	
3. Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.	To demonstrate that we welcome teachers from ethnic minority groups So that the school can benefit from the contributions made by staff members of different cultures So that the pupils can experience an inclusive staff team To offer staff from ethnic minority groups opportunities for further development	To review recruitment processes and ensure that adverts for staff state our commitment to diversity and equal opportunities To offer training and promotion opportunities for staff from ethnic minority groups To review the composition of support and admin staff to try to diversify this staff group	Currently, the staff team has 33% ethnic minority representation One of the staff members from an ethnic minority group, (25%), has been offered training which will enable her to apply for more senior positions	
4. Train all members of staff and SLT involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.	To ensure that all staff involved in recruitment are demonstrating deep understanding of the school's commitment to equal opportunities To further ensure that senior leaders have training which gives them the understanding of the legal requirements of equal opportunities recruitment	To ensure that the SLT and all staff involved in recruitment undergo training on equal opportunities and apply this to recruitment To ensure structures are in place for the SLT to review and challenge discriminatory practices in recruitment and training	The school has trained and appointed an equalities officer. He is proactive in promoting diversity across the school and challenging discrimination Staff from all groups are offered training and training is evaluated to ensure that staff members have a good grasp of the content	
5. Include the 'Two Ticks' positive 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.	To give a clear message to potential candidates that we are an equal opportunities employer To redress the under-representation of ethnic minority persons in the school staff support team	To review job adverts and to use the 'Two Ticks' symbol on all adverts placed To shortlist any candidates with disabilities who meet the criteria for the post	The school has appointed a caretaker with ASD to join the team, 8% of the team The school is currently offering 6 'Kick start' places and will actively interview candidates with disabilities where appropriate	