

# Clarendon Federation School



## Equality and Objective Policy

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<b>Next review (date):</b>	<b>December 2025</b>

Key Personnel			
Role	Name	Tel.	Email
Headteacher	Pam Evans		
Head of School	Emma Brown/Lisa Ashford-Smith		
SENCO	Wendy/Roushka Westall		
Pastoral Lead	Vicky Allen/Lisa Ashford-Smith		
Governor with responsibility for behaviour and safety	Andy White		

## 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

### Included in this policy

- Legislation and guidance
- Roles and responsibilities
- Eliminating discrimination
- Advancing equality of opportunity
- Fostering good relations
- Equality considerations in decision-making
- Monitoring arrangements
- Links with other policies
- Equality Objectives (appendix 2)

Clarendon Federation is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation.

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work

with especially our employees, pupils, young people and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with the following policies:

Failure to comply with these policies and procedures may result in disciplinary action.

Discriminatory treatment, bullying or harassment of staff or young people by visitors will also not be tolerated.

## Legislation and guidance

This document meets the requirements under the following legislation:

- 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:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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 in schools.

### Public Sector Equality Duty

Schools have additional responsibilities through the Public Sector Equality Duty. When public authorities carry out their functions, they must have **due regard** to:

- eliminate **unlawful discrimination, harassment and victimisation**
- **advance equality of opportunity** between people who share a protected characteristic and those who don't
- foster or **encourage good relations** between people who share a protected characteristic and those who don't

## **Complaints and grievances**

If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints or grievance procedure available on the school website.

### **Definitions**

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- age
- disability
- gender reassignment
- marriage and civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- gender
- sexual orientation

For further information on **types of unlawful discrimination** see Appendix 1.

### **Duty to make reasonable adjustments**

We will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable. For further information, visit the Equality and Human Rights Commission website at: [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

### **Admissions policy**

Our admissions criteria are defined under the admissions policy and are applied consistently to every young person, irrespective of any protected characteristic.

### **Curriculum delivery**

The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality and diversity are embedded in our academic and social curriculum.

Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any young person in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities.

### **Exclusion policy**

The decision to exclude a child for a fixed period or permanently is a **last resort**. Our exclusion criteria are defined in the behaviour policy and are applied consistently to every young person, irrespective of any protected characteristic.

### **Recruitment and selection**

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Selections will be made on the basis of aptitude, ability and/or merit, where appropriate. Where appropriate, Clarendon Federation will endeavour to make all reasonable and effective adjustments during the recruitment and selection process. Where recruitment and selection is carried out by a third party, on behalf of Clarendon Federation, we will take all reasonable steps to ensure they adhere to the principles of this policy.

### **Reporting and recording incidents of discrimination and harassment**

All incidents of discriminatory treatment, bullying and harassment must be reported to the Head of School or Executive Principle, and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident). All bullying-related incidents (confirmed or otherwise), will be addressed in accordance with our Anti-Bullying Policy.

## **Roles and Responsibility**

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, 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 head teacher.

The equality link governor is Chantelle Adams. They will:

- Meet with the designated member of staff for equality annually 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 full governing board regarding any issues.

The designated/head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governor.
- Meet with the equality link governor annually.
- Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.
- Ensure that Clarendon Federation complies with equality legislation.
- Ensure all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented.
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business with Clarendon Federation.
- Ensure that all staff are aware of and follow Clarendon Federation's policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities.
- Take 'all reasonable steps' to prevent discrimination, harassment and victimisation from taking place.
- Take responsibility for recording, managing and analysing incidents of discrimination, harassment and victimisation in accordance with Clarendon Federation's policies, procedures and guidance.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation.
- Support and participate in any measures introduced to promote equality and diversity.
- Actively challenge discrimination and disadvantage in accordance with their responsibilities.
- Report any issues associated with equality and diversity in accordance with this policy.

An employee is **personally responsible** for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable.

- Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

### **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 governors 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, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors 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 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.

### **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.
- 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.

### **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.

### **Links with other policies**

This document links to the following policies:

- Accessibility Plan
- Special educational needs (SEN) information report
- Special Educational Needs and Disability policy
- Supporting pupils with medical conditions policy
- Single Equality policy
- Anti-Bullying Policy
- Complaints Policy
- E-Safety Policy
- Health and Safety arrangements
- Behaviour Policy
- Off-Site Visits Policy
- Recruitment and Selection Policy
- Physical Intervention Policy
- Safeguarding and Child Protection Policy
- Whistle Blowing Policy

### **Evaluation of current provision**

- The curriculum provides rich learning opportunities for all children, imparting knowledge and building intellectual curiosity through a globally immersive approach.
- Clarendon Federation was graded a 'Good' school by Ofsted in ..... with Inclusion noted as a strength.
- The RE curriculum celebrates diversity and shows respects for all faiths. Children recognise their own views are important, whether they have a specific faith or not.

- Our core values and Behaviour Policy promote high expectations and integrity leading to responsible citizens.
- All incidents of bullying or racism are dealt with promptly and appropriately in line with our policies.
- Children with medical disabilities are identified and individual health care plans are devised between school and the family, to enable access to the curriculum and safe inclusion to all enrichments activities to ensure access to social inclusion and learning.
- Children have an opportunity for a leadership role within the school, e.g. elected school councillors, elected house captains, playground buddies.
- Governors play an active role in ensuring policies provide equality of opportunity through regular monitoring and scission of school practice.

### **Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body and the Head teacher.

## APPENDIX 1

### Further information about equality and diversity

#### 1. Types of unlawful discrimination

**Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

**Discrimination by association** is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

**Perception discrimination** is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

**Indirect Discrimination** occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.

**Discrimination arising from disability** occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.

**Harassment** occurs when a person is subject to "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual".

**Third-party harassment** occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of Arc School and the harassment relates to a protected characteristic.

**Victimisation** occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

The following groups have been identified as key recipients in terms of the provision of this statement:

- Are being looked after or on the edge of Care
- Have Special Educational Needs / Learning Difficulties and Disabilities
- Are excluded or at risk of exclusion from school
- Are from an ethnic group, including those from Gypsy, Roma, Traveller background
- Have English as an additional language

- Are missing in education
- Have ill health, including hospitalisation, affecting attendance at school
- Not in Education, Employment or Training (NEET)
- Have drug or alcohol abuse
- Are school age / teenage parents
- Are young carers
- Offending or at risk of offending
- Have mental health issues
- Are in receipt of free school meals
- Live in areas of deprivation
- Gifted and talented
- Are gender questioning or going through transition
- Are Lesbian, Gay or Bisexual

## **APPENDIX 2**

### **Equality objectives for 2024 – 2025**

These are our specific and measurable Equality Objectives. They are based on our analysis of data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

#### ***2024-2025 Objective 1***

To improve outcomes in reading, maths and writing for those children with low starting points, including those with special education needs, those for whom English is an Additional Language and those who are disadvantaged. For 2024 – 2025 there will be a focus on children who are New to English and those with complex educational needs (Resource Base).

#### ***2024-2025 Objective 2***

To further refine the PSHE curriculum to reflect a 21<sup>st</sup> century community and our globally immersive approach to learning. We will also refine and embed our PSHE curriculum to reflect the RSE 2020 Guidance with a particular focus on healthy relationships, 'whole body health' and 'personal safety'. Within our curriculum design we will continue to build cultural capital through a rich variety of learning opportunities.

#### ***2024-2025 Objective 3***

To challenge the gender gap through gender-neutral pedagogies. We will continue to provide quality of education for all with a specific focus on raising aspirations, equal and equitable opportunities with a particular focus on the progress and attainment of girls in maths, and boys in reading and writing.

#### ***2024-2025 Objective 4***

To review the range of high quality texts used across the curriculum but with a particular focus on English and PBL (project based learning) ensuring a range of texts that reflect the diverse nature of our school community and to build further cultural capital and awareness across the school.

Review: The objectives will be reviewed annually.