

Published equality information about the context of our school (2023) and objectives 2023-2027

Part I - equality information about the context of our school

The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act:

- race
- disability
- gender
- gender identity
- age
- pregnancy and maternity
- marital status
- sexual orientation
- religion and belief.

This is our published information about our school population and the ways in which we promote equality of access, attainment and progress for all individuals. It includes information about the work we do to promote equality and challenge discrimination. The detail of these objectives should also be read in conjunction with the school's Equality, Diversity and Inclusion Policy.

We are a large two-form entry school in the city of York with 417 children on roll, ranging from Nursery to year 6. We have a higher than average number of children, 31.7%, who are eligible for Pupil Premium (PP). The Pupil Premium group is reported on as a discrete group to evidence the impact of the Pupil Premium Grant on diminishing the difference in outcomes for this group. Although this is not a protected characteristic, it is a significant driver for our school and objectives relating to children eligible for free school meals have a high priority. We use the funding effectively on evidence-based approaches to support

children both academically and emotionally where needed. We invest heavily in the provision for early language, communication and reading, ensuring that those children who start school with a delay in their language are effectively supported in their development. Funding is also used to subsidise school visits and provide Emotional Literacy Support for those children who need it.

At Clifton Green 18.1% of children have English as an additional language (EAL). This is higher than the York average of 9.6% (Census 2022-23) but lower than the current national average of 20%. We do however have increasing numbers due to in year admissions. Children with EAL have access to appropriate support to ensure they have the same opportunities as their peers.

Additionally, 21% of our children have a special educational need and/or disability, which is higher than the national average which currently stands at 16%. The average of York Local Authority is 12.4%. Appropriate plans and support is put in place to ensure that the childrens' needs are met.

The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English. This is available on request.

Vision, values and the work that we do

We want all of our pupils to succeed and achieve their full potential; academically, physically and socially in an atmosphere where they can grow and acquire useful skills, values and attitudes. In order for this to happen, we teach children about their rights and about our core values of striving for excellence, creating opportunities and nurturing one another. We celebrate individuality and the unique talents and characteristics of each child. Our school promotes and teaches the children to understand the British values of tolerance and mutual respect, democracy, individual liberty and the rule of law. The school's ambitious curriculum underpins our belief that 'Better Never Stops'. We prepare children well for the opportunities, responsibilities and experiences of later life.

We represent, discuss and welcome family diversity and the positive aspects of diversity in families. We welcome the opportunity to discuss any perception that family diversity may be uncomfortable for members of the wider school community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to protect them from discrimination. We audit resources and displays, letters home and the language we use for intentional and unconscious bias and aim to develop the capacity of the entire workforce to embody the school's inclusive ethos based on values of nurturing one another and creating opportunities.

We challenge gender stereotypes and promote gender equality. We establish safe spaces for changing

and using toilet facilities. Staff work supportively with pupils whose gender identity or sexual orientation are nonconforming, or who do not fit traditional gender stereotypes. Guidance for schools supporting transgender pupils is available from the local authority.

Our school uniform is flexible and does not exclude anyone on the basis of gender, race, disability, gender identity, financial status or belief.

Our school has clear protocols and targeted provision to support these pupils who require additional learning or emotional support. The SEND Policy and Accessibility Plan are accessible from the school website and are available in printed format on request. The school has data on its composition broken down by types of disability and special educational needs. The school is accessible to people with physical disabilities. There are ramps, an accessible toilet and wheelchair accessible routes. The school's accessibility plan explains in more detail the ways in which we plan to improve access to the environment, curriculum and written material for pupils.

We record and report instances of discriminatory language, peer-on-peer abuse or bullying, and try to help children to understand why discriminatory language does not belong in the atmosphere of positive and healthy relationships we promote.

All staff and governors undertake appropriate training about inclusion, equality and safeguarding. There is a clear understanding of the relationship between extreme perspectives of stigma and discrimination and when to make a referral.

The school records data about religion and belief when it is provided by parents or carers through our data collection mechanism.

Curriculum

There are opportunities throughout the curriculum, including in PSHE and assembly for equality, diversity, inclusion and cohesion to be addressed. Additionally, we follow the CoJo RESPECT programme which focuses on:

- R- Resilience
- E- Empathy
- S- Self Awareness
- P- Positivity
- E- Excellence
- C- Communication
- T- Teamwork



The Spiritual, Moral, Social and Cultural aspects of children's education are developed and we share a sense of community pride and responsibility. The school ensures that children learn in an age-appropriate way to value and access their rights and those of other children.

Consultation and involvement

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations. As well as ways of finding out how pupils think and feel about the school, and how they feel about fair and unfair situations. We consult parents and carers through questionnaires and the school website. We can respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Part Two: Objectives

Objective 1: Promote diversity in curriculum and teaching, ensuring good outcomes for pupils in all vulnerable groups, and to review the curriculum considering new performance measures.

- Why we have chosen this objective: To develop the provision of all curriculum areas, particularly PSHE in order to embed a clear understanding of the protected characteristics at an age appropriate level. To ensure that our pupils are well-prepared for an ever-changing and diverse society and that they consistently display our core value of 'nurturing' in their interactions with other people.
- To achieve this objective, we plan to: Review the curriculum, ensuring representation of different cultures and backgrounds are embedded throughout the curriculum and our wider provision.
- Progress we are making towards this objective: *To be updated annually, starting in Autumn 2024.*

Objective 2: To engage the local community in our Equality, Diversity and Inclusion opportunities.

- Why we have chosen this objective: York is a small city in North Yorkshire We aim to develop and foster relationships with pupils and staff from parts of the country that are different to our own community. Some of our children do not have many experiences outside of the local area. We want them to develop new friendships and learn about how life is different in other towns and cities.
- To achieve this objective, we plan to: Create a link with other schools, sharing our similarities and differences.
- Progress we are making towards this objective: *To be updated annually, starting in Autumn 2024.*

Objective 3: Continue to explore the use of new technologies to support pupils in all vulnerable groups in accessing their learning.

- Why we have chosen this objective: With the progression of technology and the ever growing influence of social media on our young peoples' lives, we feel it is important to ensure we utilise the strengths of this technology, to aid our children's education. York is a predominantly white, British town. We aim to increase our pupils' understanding of diversity, ensuring that children from all backgrounds are represented.
- To achieve this objective, we plan to: Ensure all children have access to good quality technology resources to support their learning. We also plan to increase the presence of the protected characteristics in our curriculum, using new technologies.
- Progress we are making towards this objective: *To be updated annually, starting in Autumn 2024.*

