

Clifton Green Primary School

Equality, Diversity and Inclusion Policy

Signature of Co-Chairs of Governors Kathleen Wood and Jeremy Pilling

Signature of Head Teacher



Member of staff responsible Karen Banks

Reviewing Committee Teaching, Learning and Curriculum

Statutory/Non-Statutory Statutory

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1. Introduction

1.1. Statement of intent

Clifton Green Primary School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

1.2. Aims of this policy

As a school, our aims of this policy are:

- To acknowledge that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To value diversity and to provide equality of opportunity and anti-discriminatory practice for all Clifton Green stakeholders.
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To build strong and trusting relationships with pupils and their families.
- To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To ensure equality and diversity is embedded in all areas of the curriculum.
- To ensure that all pupils have equal and full access to learning and that the curriculum is inclusive of pupils with special educational needs and disabilities, and pupils learning English as an additional language.

Clifton Green Primary School also 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

1.3. Objectives

Clifton Green Primary School is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. These objectives are agreed by all, and we have a collective vision as a school, which is specific to us.

To achieve this, the school has established the following objectives:

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
2. To engage the local community in our Equality, Diversity and Inclusion opportunities.
3. Continue to explore the use of new technologies to support pupils in all vulnerable groups in accessing their learning.

The school will monitor the steps being taken and the progress made towards the achievement of these objectives. This information can be found in the 'Published equality information about the context of our school (2023).' This will be updated annually. The school will update and publish its equality objectives at least every four years.

1.4. Supporting legislation and guidance

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Human Rights Act 1998
- The Education (School Performance Information) (England) Regulations 2001
- Gender Recognition Act 2004
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Public Sector Equality Duty (PSED)
- Education Act 2011
- School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)
- City of York Council Comprehensive Equalities Policy

This policy also has due regard for non-statutory guidance including, DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Procedures Policy
- Data Protection Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations.

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service
- by excluding a pupil or subjecting them to any other detriment.

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- School Admissions Code (DfE)
- School Admissions Appeals Code (DfE).

2. Curriculum

2.1. Our curriculum

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

When planning the curriculum, the school will take every opportunity to promote and advance equality. When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination. The school will develop an appropriate curriculum for all pupils in all vulnerable groups and will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

2.2. Actions

To ensure the objectives within this policy are met, senior leaders and the Equality, Diversity and Inclusion Lead will:

- Use assessment data to ensure comparable progress across all groups.
- Assess extra-curricular activities and their take up across all learners.
- Allocate a portion of the budget to improve inclusive and diverse resources
- Engage with other schools to utilise and maximise training opportunities
- Encourage and respect behaviours from all members of our school community, introducing shared language within our school setting
- Develop and improve staff confidence to deliver an inclusive and diverse curriculum, closely monitoring
- Ensure all children have access to good quality technology resources to support their learning.
- Increase the presence of the protected characteristics in our curriculum, using new technologies.
- Create a link with other schools, sharing our similarities and differences.
- Review the curriculum, ensuring representation of different cultures and backgrounds are embedded throughout the curriculum and our wider provision.

3. Roles and responsibilities

3.1. The governing body

The governing body has:

- responsibility to comply with all aspects of the Equality Act 2010;
- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility to set equality objectives every four years;
- responsibility to have in place a school accessibility plan in order to provide full access to the school building/s for all disabled people;
- responsibility for ensuring that the school complies with all equalities legislation;
- organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- responsibility to monitor achievement of equality targets;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a designated Equalities governor (Hazel Kesterton) to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy and to:
 - visit the school regularly;
 - work closely with the Headteacher;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation and the annual monitoring and evaluation of this policy;
- to make effective use of relevant research and information to improve this policy;
- responsibility to annually publish the School's compliance with the Equality Act 2010.

3.2. The school leadership team

The leadership team will:

- provide leadership and vision in respect of equality, diversity, inclusion and community cohesion;
- work hard to ensure that the school is a welcoming and caring community for all stakeholders;
- ensure all stakeholders are treated with dignity and respect and recognising the value of each individual;
- provide a happy and supportive environment in which the unique potential in every child is realised;
- record and deal with incidents of racism, bullying and other inappropriate behaviour;
- seek advice from appropriate agencies in order to ensure that this policy is kept up to date;
- have high expectations of all pupils from across the ability range;
- provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all pupils in order for them to achieve their expected targets;
- monitor and analyse the performance of different groups of pupils within the school;
- regularly report to the Governing Body on the standards achieved by different groups within the school;
- highlight and share positive activities that help to tackle educational disadvantage;
- ensure accessibility is carefully monitored and reviewed annually;
- record, report and address all racial incidents;
- provide guidance, support and training to all staff;
- ensure that this policy is embedded into the culture of the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy.

3.3. School staff

All staff members will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the leadership team;
- help to create an environment of mutual respect and tolerance;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, diversity inclusion and good community relations;
- challenge inappropriate language behaviour, racial harassment and bullying;
- help pupils to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- have high expectations of all pupils;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- provide challenge for all pupils;
- promote equality and diversity through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils and for each pupil to receive the widest possible opportunity to develop their skills and abilities;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- avoid stereotypes or derogatory images in the selection of books or other visual materials;
- provide specialised resources for pupils with disabilities;
- create a positive classroom ethos and is welcoming to both sexes;
- ensure pupils feel valued and have individual targets;
- be open to the views of pupils;
- celebrate a wide range of festivals;
- encourage pupils to share their experiences of different cultures and different religions;
- provide positive classroom displays of pupils work;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community.

3.4. The Equality, Diversity and Inclusion (EDI) lead

The EDI lead will carry out the same duties of a staff member, plus:

- liaise with the pastoral team and monitor any bullying linked to the protected characteristics;
- liaise with different groups of pupils and offer student support in conjunction with the school's pastoral team;
- explore links with networks and outside organisations to support equality, diversity and inclusion at school;
- work with HR and senior leaders on strategies to improve diversity of recruitment and retention;
- advise and assist with staff training;
- being the first point of contact for pupils and staff to report EDI incidents and raise concerns, liaising with senior leaders to ensure issues are addressed sensitively and robustly, with recorded outcomes;
- make sure a wide range of inclusive events are delivered throughout the school;
- monitor the effectiveness of this policy by:
 - scrutinising teachers planning;
 - scrutinising pupils work;
 - observing pupils throughout the school day;
 - classroom monitoring of pupil progress;
 - analysis of data of pupils with protected characteristics;
 - analysis of data of pupils from vulnerable groups;
 - analysis of questionnaires and surveys with pupils, parents/carers and school personnel;
 - analysing the way incidents of racist and homophobic behaviour are handled.
- annually discuss with school personnel how do we ensure that all our pupils benefit equally from what we offer by considering the following:
 - Do we understand and reduce barriers to participation (e.g. cost, timing, location, logistics, confidence, parental support etc.)?
 - Do we enable young people from all backgrounds to feel as if they belong and are valued?
 - Is our provision, including our co-curricular provision, appropriately tailored both to suit and to challenge the pupils we serve?
- annually report to the Governing Body on the success and development of this policy.

3.5. Pupils

All pupils in school will:

- recognise that they have a role and responsibility to promote equality, diversity, inclusion and good community relations;
- treat others kindly and fairly without prejudice, discrimination or harassment;
- challenge inappropriate language behaviour and tackle bias and stereotyping;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these;
- take part in questionnaires and surveys.

3.6. Parents and carers

Parents and carers will:

- be aware of and comply with this policy;
- encourage their child(ren) to follow the aims of this policy;
- be encouraged to take an active role in the life of the school;
- report any prejudice related incidents that may occur;
- be asked to take part in periodic surveys conducted by the school;
- accept all protected characteristics whilst visiting our school.

3.7. 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.

3.8. Fostering good relations

Clifton Green 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 Religious Education (RE), and Personal, Social, Health and Economic (PSHE) education and 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. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with families to promote knowledge and understanding of different cultures
- developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

3.9. Staff training and Continuous Professional Development (CPD)

We have in place appropriate training for equality, diversity and inclusion that cover all aspects of this policy including:

- equal opportunities
- inclusion
- anti-bullying
- curriculum
- agreed appropriate, shared language
- pupil behaviour
- relationships
- teaching and learning.

We ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure. We can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, National College etc.

4. Evaluation

4.1. Monitoring

The practical application of this policy will be reviewed annually or when the need arises by the Equality, Diversity and Inclusion (EDI) lead, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

In addition, the EDI lead will:

- actively seek out examples of an inclusive curriculum and monitor resources throughout the school;
- monitor the social and pastoral opportunities that support inclusion;
- consider how our school actively promotes EDI and challenges stereotyping;
- ensure our EDI statement is high profile and visible to all stakeholders;
- use data gathered to ensure reasonable adjustments are made across the whole school.

4.2. Review of impact

We will review policies and procedures to make sure our school has a clear and well communicated vision statement. The EDI lead will report to senior leaders and governors on developments around Equality, Diversity and Inclusion.

4.3. Collecting information

In accordance with the requirements outlined in the Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- identifying key issues, e.g. unlawful discrimination in teaching methods.
- assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will hold information on:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disabilities
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.

The school will use the information they obtain to analyse any gaps present in their equality documentation, including the Equal Opportunities Policy.

4.4. Publishing information

The school will publish information to demonstrate its compliance with the Act. The school will publish information relating to persons within the school community who share relevant protected characteristics.

The school will not provide this information if:

- the employee is employed under contract personally to do work.
- the employer does not have, and it is not reasonably practicable for the employer to obtain the data.

The school will update its equality objectives at least every four years and publish on the school website. The school will publish information on the school website every year which will show the progress made towards the achievement of the equality objectives.

The EDI lead will raise awareness of this policy via:

- Teaching and Learning guidelines
- school website
- staff handbook
- meetings with families such as introductory, transition, and parent-teacher consultations
- school events
- meetings with school staff
- written communications with home such as newsletters
- Headteacher reports to the Governing Body
- information displays in the main school entrance
- email
- social media (Facebook and X)

4.5. Addressing complaints

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Policy to ensure a straightforward, impartial, non-adversarial process that allows a full and fair investigation, respects confidentiality and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Policy.

The school works to develop good professional relationships between colleagues; however, we understand that sometimes conflicts may arise. Through maintaining open communication, we want our employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place.

4.6. Addressing prejudice-related incidents

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.

4.7. Staff recruitment

The School is committed to:

- ensuring that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position.
- increasing the ethnic diversity of the teaching staff, and increasing the diversity of all staff, with a focus on underrepresented groups.
- recognising that diversity broadens people's range of role models, helps others overcome unconscious bias and improves organisational change. Application and recruitment processes will be monitored.

4.8. Links with other policies and school documentation

This policy refers to and shares links with the school's:

- accessibility plan
- risk assessments
- SEND policy
- published equality information about the context of our school (2023)
- published objectives 2023-2027