



**Single Equality Policy
2024-2025**

EQUALITY STATEMENT

What is the Equality Act 2010?

The Equality Act (2010) is a law which protects people from discrimination. It replaces all previous, separate equality laws including the Disability Discrimination Act (2010) and the Race Relations Act (1965). The Equality Act (2010) is a single public sector equality duty for all public sector organisations including schools, meaning that schools no longer have to produce separate policies and action plans for race, disability and gender.

Equality: does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

The Governing Body works closely with the whole school community to:

- Evaluate how well the school is already achieving the three aims of the general duty across all of the protected characteristics;
- Identify where there are gaps and prioritise these for actions identifying at least 3 measurable 'equality objectives' to focus on over the next 3 years;
- Develop a 'Single Equality' Policy, detailing all protected characteristics, and making clear the school's responsibilities under the Act, its commitment and what it will do to achieve 'equality of opportunity' for the whole school community.

Legal Duties

As a school, we welcome our duties under the Equality Act (2010). The public sector duty requires all schools to show how they are meeting the aims of the Equality Act (2010) by giving due regard to the need to:

- **Eliminate Unlawful Discrimination**, harassment, victimisation and any other conduct prohibited by the Equality Act (2010),
- **Advance Equality of Opportunity**, between persons who share a relevant protected characteristic and persons who do not share it, and
- **Foster Good Relations** between persons who share a relevant protected characteristic and persons who do not share it.

Specifically, all schools should:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that is connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that is different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

We understand the principal of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A **protected characteristic** under the Act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that could identify any child or adult and we do comply with GDPR rules and requirements**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions

- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

We also welcome our duty under the Education and Inspections Act (2006) to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (1992); the UN Convention on the Rights of People with Disabilities (2006), and the Human Rights Act (1998).

In fulfilling our legal obligations, we will:

- Recognise and respect diversity;
- Foster positive attitudes and relationships, and a shared sense of belonging;
- Observe good equalities practice, including staff recruitment, retention and development;
- Aim to reduce and remove existing inequalities and barriers;
- Consult and involve widely, and
- Strive to ensure that society will benefit.

Our Ethos

At John Clifford School, our **ethos** is based upon the aspiration to **Be your best and celebrate success** as we know that **Together we will be successful.**

We have high expectations of the school and community and strive to go **beyond expectation in education and experience.**

This is manifested in the following **Values** shared by **Our School and Local Community** to:

- work together to maintain a happy, caring and cohesive environment;
- value and listen to each other, treating ourselves, each other and our work with respect;
- be encouraged to seek opportunities and embrace challenge in a safe and supportive space; and
- make responsible choices for ourselves and others and promote high standards of conduct and achievement at all times.

Demographic Context

The school is larger than most primary schools with the number on roll standing currently at 381. The proportion of pupils from minority ethnic backgrounds is significantly above the national average (57.5%), as is the proportion of pupils who speak English as an additional language (40.7%). The proportion of pupils with special educational needs (including vulnerable pupils) and/or disabilities is above average (29.13%), and the proportion of pupils known to be eligible for free school meals is in line with local eligibility (23.9%).

An unusually high number of pupils join or leave the school at times other than the usual starting points and a majority of these children can speak little or no English. Mobility is also considerably higher than the national average (22.05% mobility). In the academic year 2023-2024, 84 children joined John Clifford School outside of September starters into Foundation Stage. Of these, 61 spoke no English.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Governing Body.

Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Headteacher	<i>As above including:</i> Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out day to day duties. Ensuring that the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Senior Leadership Team	<i>To support the Headteacher as above</i> Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and
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	report prejudice related incidents.
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can expect to be treated.</p> <p>Design and deliver an inclusive curriculum.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Non-Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers can expect to be treated. Support colleagues within the school community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that could be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can expect to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that could be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

We will ensure that the whole school community is aware of this Single Equality Policy and our published equality information and equality objectives by publishing them on the school website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and the Local Governing Body.

This policy will be reviewed in September 2025.

GUIDING PRINCIPLES

In fulfilling the legal obligations in this policy, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, are of equal value:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their marital status
- whether or not they are pregnant

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised, including those who identify as non-binary
- religion, belief or faith background
- sexual identity
- pregnancy and maternity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and people identifying as non-binary, and an absence of sexual and homophobic, biphobic or transphobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- girls and boys, women and men, and those identifying as non-binary
- people with and those without disabilities
- people of different ethnic backgrounds
- people of different cultural and religious backgrounds
- those of different sexual orientations
- different types of families and relationships
- people of different ages
- people who have undergone, or are undergoing, gender reassignment
- people who are pregnant or on maternity

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- girls and boys, women and men, and those identifying as non-binary
- people with and those without disabilities
- people of different ethnic backgrounds
- people of different cultural and religious backgrounds
- those of different sexual orientations
- different types of families and relationships
- people of different ages
- people who have undergone, or are undergoing, gender reassignment
- people who are pregnant or on maternity

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- girls and boys, women and men, and those identifying as non-binary
- people with and those without disabilities
- people of different ethnic backgrounds
- people of different cultural and religious backgrounds
- those of different sexual orientations
- different types of families and relationships
- people of different ages
- people who have undergone, or are undergoing, gender reassignment
- people who are pregnant or on maternity

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- gender
- disability
- ethnicity
- religion or culture

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7), in relation to:

- girls and boys, women and men, and those identifying as non-binary
- people with and those without disabilities
- people of different ethnic backgrounds
- people of different cultural and religious backgrounds
- those of different sexual orientations
- different types of families and relationships
- people of different ages
- people who have undergone, or are undergoing, gender reassignment
- people who are pregnant or on maternity

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Glossary of Terminology

Protected Characteristic

The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These are now called ‘protected characteristics’.

Non-Binary

An umbrella term for people whose gender identity doesn't sit comfortably with ‘man’ or ‘woman’. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

Gender Reassignment

Another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.

Gender reassignment is a characteristic that is protected by the Equality Act 2010, and it is further interpreted in the Equality Act 2010 approved code of practice.

Homosexual

This might be considered a more medical term used to describe someone who has an emotional, romantic and/or sexual orientation towards someone of the same gender. The term ‘gay’ is now more generally used.

Bisexual

Bi is an umbrella term used to describe an emotional, romantic and/or sexual orientation towards more than one gender.

Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, bi-curious, queer, and other non-monosexual identities.

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, transsexual, gender-queer (GQ), gender-fluid, non-binary, gender-variant, crossdresser, genderless, agender, non-gender, third gender, two-spirit, bi-gender, trans man, trans woman, trans masculine, trans feminine and neutrois.

Sexual orientation

A person's emotional, romantic and/or sexual attraction to another person.

Gender identity

A person's innate sense of their own gender, whether male, female or something else (see non-binary above), which may or may not correspond to the sex assigned at birth.

Equalities Information and SMART Objectives

John Clifford School has used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school? (17/09/24) **378 Pupils in total**
- What information on pupils is collected by protected characteristics?
- **Using the BromCom data the following information was available: (% are rounded by BromCom, pupil numbers are based on %)**

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Pupil Ethnicity							
White British	42.1%	White & Black Caribbean	4.0%	Indian	10.8%	Any Other Black Background	0.3%
	159		15		41		1
Irish	0.0%	White & Asian	2.1%	Pakistani	6.6%	Refugee	0.0%
	0		8		25		0
Any other white background	10.3%	White & Black African	2.4%	Bangladeshi	0.3%	Asylum Seeker	0.0%
	39		9		1		0
Traveller of Irish Heritage	0.0%	Any Other Mixed Background	4.0%	Any other Asian background	4.0%	Any other Ethnic background	3.2%
	0		15		15		12
Gypsy/Roma	0.0%	Chinese	3.2%	Black Caribbean	0.8%	Information Refused	0.0%
	0		12		3		0
White European	0.3%	Any other Chinese background	0.3%	Black African	5.3%	Information Not Obtained	0.0%
	1		1		20		0

Special Educational Needs (SEN)	Percentage (%)	Actual No
Not SEND	89.50%	341
Vulnerable	23.88%	91
SEND Support	5.25%	20
EHCP	2.09%	8

Gender	
Girls	185
Boys	193
FSM	
Total	96
Girls	45
Boys	51
Pregnancy & Maternity	
Pupils who are pregnant	0
Pupils who have recently given birth	0
EAL	
Total	156
Girls	70
Boys	86

Religion					
Christian	104	Muslim	70	Sikh	1
Hindu	21	Other Religion	22	No Religion	159
Buddhist	0	Jewish	0	No answer	1

Staff Ethnicity							
White British	68.7%	White & Black Caribbean	1.5%	Indian	6.0%	Any Other Black Background	0.0%
	46		1		4		0
Irish	1.5%	White & Asian	0.0%	Pakistani	0.0%	Refugee	0.0%
	1		0		0		0
Any other white background	0.0%	White & Black African	0.0%	Bangladeshi	0.0%	Asylum Seeker	0.0%
	0		0		0		0
Traveller of Irish Heritage	0.0%	Any Other Mixed Background	0.0%	Any other Asian background	3.0%	Any other Ethnic background	1.5%
	0		0		2		1
Gypsy/Roma	0.0%	Chinese	1.5%	Black Caribbean	1.5%	Information Refused	0.0%
	0		1		1		0
White European	0.0%	Any other Chinese background	1.5%	Black African	0.0%	Information Not Obtained	13.4%
	0		1		0		9

No Information was available on the following protected characteristics:

- **Gender Reassignment** – There are currently no pupils or staff in this category.
- **Sexual Identity** - The school does not collect information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. LGBT information is obtained for staff as part of the recruitment process, but there is no obligation for staff to provide this data.

Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- **Admissions**
- **Attainment**
- **Attendance**
- **Employment**

In line with our duty to establish a minimum of three key objectives the bold areas were identified as areas where targeting action would be appropriate.

Stage 3: Setting Objectives

1. Admissions

Our school community has experienced a growth in the school of pupils from ethnic minorities especially those who speak little or no English. This trend over time includes families who may only stay in our area for a short time. The school needs to further develop its work with these pupils, to ensure that they have access to the highest quality education possible.

Equality Objective 1:

Develop secure support systems and practices to ensure that EAL pupils make good progress.

Why: Our school community includes approximately 35% of children who speak English as an additional language. Many of the children require support to develop basic skills. Teaching staff also require continual professional development in order to provide the appropriate support.

How: School Leadership Team to continue to support ethnic minorities in their transition into school, utilise resources accordingly and track pupils closely to monitor provision and or intervention.

Outcome: EAL pupils make good or better progress at John Clifford School.

2. Attainment

In recent years, we have closed gaps in the progress disadvantaged pupils make over time. In some year groups, utilising the pupil premium, progress of disadvantaged pupils has been better than expected, particularly in relation to other schools nationally. Gaps in attainment however are particularly evident at the higher levels of achievement.

Equality Objective 2:

To continue to narrow gaps in attainment between disadvantaged pupils and non-disadvantaged pupils.

Why: Despite encouraging progress over time, particularly from pupils starting points, there continue to be gaps in attainment between disadvantaged and non-disadvantaged pupils.

How: Evaluate the impact of current methods introduced in the previous academic year; Utilise the skills of the staff team to target identified disadvantaged pupils; Track the effectiveness of the deployment of the pupil premium

Outcome: In each year group, both the progress and attainment of disadvantaged pupils continues to improve.

3. Curriculum

In December 2017, we began a process of ensuring that all members of staff within school, including the governing body, are equality trained through the use of the Stonewall 'Train the Trainer' training programme. We have now developed, and continue to develop, our curriculum to encompass a range of the nine protected characteristics of the Equalities Act (2010), to ensure that our children are prepared for life in the wider community.

Equality Objective 3:

To encourage the use of the nine protected characteristics in cross-curricular planning and teaching, not just through standalone PSHE lessons.

Why: Teaching about equality through standalone sessions places an emphasis on difference. By developing a curriculum that is holistic and fully incorporates the nine protected characteristics, the children will learn 'British Values' through a wide range of contexts.

How: Half termly planning across all phases will incorporate at least one aspect of the nine protected characteristics. This will be reviewed and monitored by the Equality Leader and Curriculum Curator within school. Utilise trained staff to deliver bespoke assemblies and sessions to support both staff and pupils in delivering the curriculum. Supporting parents in understanding the new curriculum model through information events.

Outcome: Our children will be positively exposed to life in the wider community and world around them, and will have a greater awareness and understanding of how to foster relationships with a wide range of people.

4. Employment

We recognise our duties under the Equality Act in respect of the staff we employ.

Equality Objective 4:

Ensure that at all levels of the organisation, including governors, representatives from a range of the nine protected characteristics are actively encouraged to work within our organisation.

Why: Approximately 50% of our children are BME children. This is not currently reflected in the ethnicity of staff or the governing body. We currently have no members of staff identifying as having a disability on role.

How: To actively encourage ethnic minorities to apply to John Clifford School within a recruitment strategy that is fair and equitable for all staff and to encourage a wide range of people to become school governors.

Outcome: To have a professional workforce and governing body that is more representative of the community that we serve.