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| **Clore Shalom School**  **School Policy for:**  **Equality & Objectives** | | | | |
| **Version date:** Autumn 2024 | | **Review date:** Autumn 2026 | | |
| **Author:** Carly Lax | | **Monitoring:** Governors | | |
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| **Headteacher’s signature:** |  | | **Date:** | Autumn 2024 |
| **Chair of Governor’s signature** |  | | **Date:** | Autumn 2024 |

**Introduction**

Clore Shalom is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

**The Equality Act 2010**

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/staff/families or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment or sexual orientation. Pregnancy or maternity, age, marriage and civil partnership are also “protected characteristics” but are not part of the schools provision related to pupils.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty (PSED) and also provides guidance to staff and outside visitors about our approach to promoting equality.

The Public Sector Equality Duty (PSED) consists of three main elements:

* Eliminate unlawful discrimination, harassment or victimisation and other conduct prohibited by the Act
* Advance equality of opportunity between people who share a protected characteristic and those who do not
* To foster good relations between people who share a protected characteristic and those who do not

**Protected Characteristics** (\*for staff only); race, disability, gender, age\*, religion or belief, sexual orientation, pregnancy and maternity\*, gender reassignment, marriage and civil partnership\*

**Key Principles**

The Clore Shalom approach to equality is based on the following 7 key principles:

**1. All learners are of equal value;** Children, parents and prospective families may need reasonable adjustments made to access the curriculum/school. Truly valuing individuals does not mean treating everyone the same. Our policies, procedures and activities must not discriminate and we will look at individual’s needs and remove the barriers to avoid them becoming disadvantaged.

**2. We recognise, respect and value difference and understand that diversity is a strength;** We take account of differences and remove barriers and disadvantages which people may face. Our policies, curriculum, assemblies and extra-curricular activities provide learners with experiences of lives different to their own. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit our school.

**3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging;** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life. We actively promote positive attitudes and mutual respect through school rules, assembly and values education. We provide a curriculum that teaches children about ‘difference’ and supports them to develop healthy relationships and talk when they are worried or upset.

**4. We observe good equalities practice in staff recruitment, retention and development;** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work.

**5. We have the highest expectations of all our children, aiming to reduce and remove inequalities and barriers to learning;** We expect that all pupils make good progress from whatever their starting point might be. The language of learning and our school ethos of challenge for all means that provision is targeted ensuring children get the support they need. We are committed to strong partnerships with parents/carers/guardians and believe that these partnerships impact positively on children and their learning.

**6. We work to raise standards for all pupils, but especially for the most vulnerable;** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school. Detailed tracking and impact information outlines the measures taken by the school to support the most vulnerable children and their families.

**7. Objectives to move our PSED forward;** We formulate and publish specific and measurable objectives based on evidence we have collected and published. The objectives 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 them.

**How does Clore Shalom eliminate discrimination, harassment and victimisation?**

* We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to the building, curriculum, after school clubs, visits and out of school activities.
* We ensure all staff implement reasonable adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
* The Headteacher ensures that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.
* We 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 take seriously the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school.
* We actively promote equality and diversity through the curriculum and by living an ethos of respect for all.
* Our admission arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief or sexual orientation.

**Behaviour, Exclusions & Attendance**

The school policy on behaviour takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

**Addressing Prejudice & Prejudice Based Bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality;

* Prejudices around disability and special educational needs
* Prejudices around race, religion or belief
* Prejudices around gender and sexual orientation

We treat all bullying incidents equally seriously. We keep a record of any prejudice-related incidents and provide a report to the Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

**What happens at Clore Shalom to advance equality of opportunity between different groups?**

* We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
* We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
* We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
* We collect, analyse and publish data: on the school population by gender and ethnicity; on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability; by year group – in terms of ethnicity, gender and proficiency in English; on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
* We also collect, analyse and use data in relation to attendance and exclusions of different groups
* This data can be found in the Equality Data Analysis on the school’s website. We also provide paper copies in the school office.
* We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.   
  We avoid language that runs the risk of placing a ceiling on any pupils’ achievement or that seeks to define their potential as learners.
* We use a range of teaching strategies that ensures we meet the needs of all pupils
* We provide support to pupils at risk of underachieving
* We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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, for example:

* disabled and non-disabled people
* people of different ethnic, cultural and religious backgrounds
* girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

**Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school’s Equality Objectives.

Data we collect, monitor and analyse data including:

* School population by factors such as: gender and ethnicity
* % of pupils identified as having a special educational need and/or disability and by their principal need or disability
* Year group – in terms of ethnicity, gender and proficiency in English
* Outcomes - related to ethnicity, gender and disability and proficiency in English
* Attendance and exclusions

We regularly share outcomes and progress reached by different groups with our Hertfordshire Improvement Partner and Governing Body.

**Teaching and Learning**

* We have procedures, working in partnership with parents and carers, to identify children who have a disability. We ensure our transition programmes provide a settled start to each school year.
* We use language that never places a ceiling on any pupils’ achievement or defines their potential as learners, such as ‘less able’
* We use a range of teaching strategies that ensure we meet the needs of all pupils
* We provide support to pupils at risk of underachieving
* We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
* We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary
* We have an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible resources to disabled pupils.

**Positive Action**

We take positive and proportionate action to address the disadvantages faced by groups of pupils with protected characteristics. The actions will be designed to meet the school’s Equality Objectives.

**What happens at Clore Shalom to foster good relations between different groups?**

* We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
* We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
* We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
* We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
* We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
* We include the contribution of different cultures to world history and that promote positive images of people
* We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
* We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events eg Black History Month, Deaf Awareness week, books that focus on disability eg Freddie and the Fairy

**Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We provide training, guidance and information to enable them to do this.

**Governing Body**

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented. A member of the Governing Body has a watching brief regarding the implementation of this policy. The Governing Body reviews the Equality Policy annually and minutes of meetings where equality issues are discussed are kept on file. We have a rolling programme for reviewing all of our school policies in relation to equalities and consider their impact on the progress, safety and well-being of our pupils.

**Headteacher**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

**Teaching and Support Staff**

All teaching and support staff will:

* Promote an inclusive and collaborative ethos in their classroom
* Challenge prejudice and discrimination
* Ensure SMSC activities promote British values
* Deal fairly and professionally with any prejudice-related incidents that may occur
* Plan and deliver themes and lessons within the curriculum that reflect the school’s principles, for example, in providing materials that promote positive images of race, gender and disability
* Maintain the highest expectations of success for all pupils
* Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
* Keep up-to-date with equalities legislation relevant to their work

**Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. Failure to do so may lead to visitors being asked to leave the school site.

**Equality Objectives**

**Monitoring and Reviewing Objectives**; We will review and update our equality objectives every two years and report annually to the Governing Body on progress towards achieving them. We involve and consult staff, pupils, governors and parents/carers/guardians. We will publish an evaluation of the success in meeting these objectives for parents/carers/guardians, on the school website.

**Publishing Equality Objectives (Equality Action Plan);** The objectives which we identify represent our school’s priorities and are the outcome of a careful review of and analysis of the consultation processes along with other evidence. They also take into account national and local priorities and issues. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

**Equality Action Plan**

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| **Equality Objective** | **Protected Characteristic** | **Actions** | **Persons Responsible & Timing** | **Success Criteria** | **Impact  Review** |
| Continue to ensure high standards of achievement of all groups across the school by narrowing gaps and ensuring strong progress for all | Gender  Disability  Race | Track progress of all pupils and groups across the school  Use pupil progress meetings to discuss progress and agree next steps  Identify focus groups as a monitoring focus  Intervention groups and 1:1 support | HT  Teachers  Support Staff  **Ongoing** | Improved attainment and progress in all groups |  |
| Further weave diversity into the school wide curriculum | Race  Gender  Race  sexuality | Ensure that all lessons are thought about in respect to diversity eg ensuring resources including photos show range of diversity in people  Teach some lessons where objective is a better understanding and acceptance of diversity  All teachers identify diversity on their medium term planning  Assemblies to included diversity elements and displays around school | SLT  Teachers  **Ongoing** | Identified and seen in monitoring activities (learning walks/book looks/lesson obs)  Medium term planning identifies diversity elements |  |
| Eliminate discrimination and other conduct prohibited by the Equality Act | All | Ensure school policies and procedures promote equality of opportunity  Ensure all staff are aware of our responsibility with regards to the equality act  Ensure our school curriculum promotes tolerance of all groups | HT  Governors  Curriculum Leaders  **Ongoing** | Reduced amounts of discrimination incidents reported  Stakeholder voice- stakeholders report lack of discrimination |  |
| To ensure excellent progress and a person centred approach for all pupils with SEND | Disability | Involve parents and pupils in Pupil Passport meetings about what they would like to achieve  Careful tracking of the attainment and progress of pupils with SEND  Intervention groups and 1:1 support  INCO support and training for staff  Ensure reasonable adjustments are in place  Provide auxiliary aids and services to disabled pupils where it is reasonable to do so to alleviate disadvantage | SENCo  Teachers  Support Staff  **Ongoing** | Meaningful improvement in attainment and progress in SEND pupils |  |
| To celebrate the diversity of race and religion in our learning community, and the wider community | Race  Religion | Identify suitable links in our JS curriculum to make pupils aware of similarities and differences in themselves and people of other religions and cultures.  RE blocks of learning  Other community wide events to celebrate diversity  Visitors to school to enrich learning | DHT  Teachers  HT  **Ongoing** | Stakeholder feedback is positive |  |

**Clore Shalom School Equality Objectives 2023-2025**

* Continue to ensure high standards of achievement of all groups across the school by narrowing gaps and ensuring strong progress for all
* Further weave diversity into the school wide curriculum
* Eliminate discrimination and other conduct prohibited by the Equality Act
* To ensure excellent progress and a person centred approach for all pupils with SEND
* To celebrate the diversity of race and religion in the wider community

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| **Protected Characteristic** | **Aims Of The General Duty** | | |
| **What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?** | **How do we advance equality of opportunity between people who share a protected characteristic and those who do not?** | **How do we foster good relations between people who share a protected characteristic and those who do not?** |
| **Race** | Race equality policy  Data on admission  Termly reports on racial incidents to GB  Low number of reported racial incidents | Curriculum  Assemblies  School policies  Value differences  Inclusion team  Learning Days | Curriculum  Assemblies  Good links with parents  Parent Support  School policies promote equality  Job descriptions for staff  School values  School displays promote diversity |
| **Disability** | School policies  Inclusive practices  Feedback from parents/questionnaires  Termly reports to GB  Assessment data  Purchase additional resources – auxiliary equipment | School policies  Raising attainment  Tracking progress  Inclusion team | Good links with parents  Parent Support  Assemblies  SEND meetings/structured conversations  School values  School displays promote diversity |
| **Gender** | Admissions process  Recruitment process  Gender equality scheme  Tracking data | Recruitment process  School policies  Raising attainment of girls KS2 Maths  Tracking progress  PPMs | Good links with parents  Parent Support  Assemblies  School values |
| **Gender Reassignment** | Inclusive practices  Admissions process  Recruitment process  Equality policy | Celebration of differences  School policies  Value differences  Review of practices  Inclusion team | Good links with parents  Parent Support  Admissions process  School values |
| **Pregnancy and Maternity** | Policy for expectant parents  Reasonable adjustments in place to support  Regular meetings  Risk assessment | Continue good practice  Paternity leave | Following policy  Continue to make reasonable adjustments to ensure they are supported at work  School values |
| **Age** | Employment/recruitment process | Recruitment process | Recruitment process  School values |
| **Religion and Belief** | Admissions procedures  Employment documents  Balance of staff employed | Learning Days  Visitors  Trips  Curriculum  Assemblies | Curriculum  Assemblies  Good links with parents  Parent Support  School values  School displays promote diversity |
| **Sexual Orientation** | School policies  Inclusive practices  Admissions process  Recruitment process  Equality policy | Celebration of differences  School policies  Value differences  Review of practices  Inclusion team | Good links with parents  Parent Support  Admissions process  School values |