



Clore Shalom School

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School Policy for: Equality & Objectives

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Monitoring: Governors

Headteacher's signature:

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Date: Autumn 2024

Chair of Governor's signature

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Date: Autumn 2025



Introduction

Clare 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 Clare 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 Clare 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 treat all bullying incidents equally seriously.

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 Clare 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 Clare 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

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	



- 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

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



<p>Religion and Belief</p>	<p>Admissions procedures Employment documents Balance of staff employed</p>	<p>Learning Days Visitors Trips Curriculum Assemblies</p>	<p>Curriculum Assemblies Good links with parents Parent Support School values School displays promote diversity</p>
<p>Sexual Orientation</p>	<p>School policies Inclusive practices Admissions process Recruitment process Equality policy</p>	<p>Celebration of differences School policies Value differences Review of practices Inclusion team</p>	<p>Good links with parents Parent Support Admissions process School values</p>