

Clifford All Saints Primary School Equality Objectives and Action Plan 2021-2024



Our School

Clifford All Saints Primary School is committed to creating an inclusive community in which children and adults treat each other with respect and consideration so that everyone can learn, achieve and be successful. We actively strive to create an ethos and environment supportive of learning and emotional health and well-being. We focus on the well-being and progress of every child and where all members of our community are of equal worth.

Through our work we aim to ensure that all children treat others with respect, tolerance and kindness regardless of faith, ethnicity, gender, sex, age, disability, gender reassignment and other protected characteristics. Diversity will be understood, celebrated and welcomed.

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 welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- **Eliminating discrimination.**
Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- **Fostering good relationships.**
Foster good relations between people who share a protected characteristic and people who do not share it.
- **Advancing equality of opportunity.**
Advance equality of opportunity between people who share a protected characteristic and people who do not share it

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.



- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

Our approach to equality is based on the following key principles:

- Inclusion is at the heart of all of our work
- We are respectful.
- We treat all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- We have created an inclusive curriculum that is accessible to all.
- We encourage compassion and open-mindedness.
- We actively promote the advancement of opportunity of all
- We aim to reduce and remove inequalities and barriers that already exist.
- We have the highest expectations of ourselves and all our children.
- We listen to the concerns of all members of the community and responding appropriately and swiftly.
- We observe good equalities practice in staff recruitment, retention and development.
- We offer high quality education for everyone in a confident and open Christian environment, in which all faiths and beliefs are valued and respected
- We promote an ordered and caring school environment where children, staff, carers and parents demonstrate the highest standards of personal conduct and where children enjoy high levels of confidence and self-esteem
- We encourage the active contribution of families and the local community to the life of our school and value the close partnership between school, church and home

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

Dealing with prejudice

At Clifford All Saints Primary School we have clear policies and procedures in place for dealing with **prejudice-related incidents**. We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Related policies include:

- Behaviour for Learning policy
- Anti-bullying policy
- Safeguarding policy
- RSHE policy
- Attendance policy
- Code of Conduct
- Whistleblowing policy

School Values

Our School Values are consistently shared with all members of the school community.



Kindness- showing kindness to all

Perseverance- trying our hardest in all areas of school life

Teamwork- working together, learning together

Action- we are active members of our school and wider community

Our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employee's will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

Equality and dignity in the workplace

Clifford All Saints is an Equal Opportunities Employer and is committed to eliminating discrimination and encouraging cultural diversity amongst its workforce. Clifford All Saints ensures that each employee feels respected. Eliminating discrimination helps everyone to have an equal opportunity to work and to develop their skills.

All employees of Clifford All Saints will be treated fairly and equally and will not be discriminated against on the basis of any of the following protected characteristics:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Discrimination, Victimisation and Harassment

Clifford All Saints Primary School will work to ensure no employee experiences discrimination, victimisation or harassment. Where there are incidents, these will be responded to quickly and appropriately.

Direct discrimination – Clifford All Saints employees will not be directly discriminated against. Direct discrimination occurs when someone is treated less favourably because of a protected characteristic they have or are thought to have, or because they associate with someone who has a protected characteristic

Discrimination by association - Clifford All Saints employees will not be discriminated against by association. Discrimination by association is direct discrimination against someone because they associate with another person who possesses a protected characteristic

Perception discrimination - Clifford All Saints employees will not receive perception discrimination. Perception Discrimination is direct discrimination against an individual because others 'think' they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic

Indirect discrimination - Clifford All Saints employees will not suffer indirect discrimination. Clifford All Saints policies, practices, rules and procedures will be fair and will not disadvantage people who share a protected characteristic. In some circumstances indirect discrimination can be justified if it is 'a proportionate means of achieving a legitimate aim'.

Harassment - Harassment is unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual. Clifford All Saints employees should also not suffer from harassment because of perception or association. Managers should deal appropriately with instances of harassment and discuss with Human Resources if needed.

Third party harassment - As far as reasonably possible the Clifford All Saints will ensure its employees do not suffer any form of harassment from third parties who are not employees of the organisation, i.e. customers or clients. If an employee is known to have received or has reported receiving harassment from a third party, the employee's Manager will need to ensure reasonable steps are taken to prevent it from happening again.

Victimisation - Clifford All Saints employees will not suffer victimisation. Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so.

Equality Objectives Action Plan

Objective	Rationale behind focus	Actions	Who by and who involved	Resources required	Impact of actions
To ensure that during strategic and structural changes in school that the voice of all members of the community is heard and valued.	During the initial consultation meeting for academisation- all parents that attended were white british.	<p>Organisation of next steps in Academy conversion process is adapted to</p> <p>seek the views of advisory staff, outside agencies and local schools.</p> <p>Publish and promote the Equality Plan through the school website, newsletter, PDMs for staff & governors' meetings</p>	IEB EHT DHT	Communication plan	<p>All stakeholders feel informed and involved in school's next steps</p> <p>All members of the community feel that their views are valued.</p> <p>The quality plan feels part of the school's ongoing improvement journey.</p>
<p>Progress against objective July 2022</p> <p>Progress against objective July 2023</p> <p>Progress against objective July 2024</p>					
To increase parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement	<p>During parental information meetings including phonics- majority of parents attending were White British.</p> <p>Currently a higher % of White British children attend extra-curricular activities</p>	<p>School values- teamwork, perseverance, action and kindness communicated with parents and pupils</p> <p>Put plans in place to ensure that all pupils are able to take part in extracurricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.</p> <p>Increase access for disabled children and young people to the school curriculum and will take</p>	EHT DHT SENDCo	<p>Planning time</p> <p>Communication plan</p> <p>PP funding where appropriate</p> <p>monitorin</p>	<p>The percentage of children involved in extra curricular activities increases and the percentage that have SENDs and are in receipt of PP is monitored</p> <p>More parents attend in person/ virtually or access recordings of meetings and information sessions for parents</p> <p>On the survey in summer, parents know the school values and know how these are developed in school.</p>

		<p>necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the school.</p> <p>Monitor attendance at extra-curricular programmes to ensure representation which reflects the school population in terms of race and gender</p>		g of engagement	All children in y4 and Y6 are supported to attend residential trips
<p>Progress against objective July 2022</p> <p>Progress against objective July 2023</p> <p>Progress against objective July 2024</p>					
<p>To reduce prejudice and increase understanding of equality through direct teaching across the curriculum that supports and promotes the positive advancement of all protected characteristics</p>	<p>Research: The Jigsaw Classroom: A Cooperative Strategy for Reducing Prejudice <i>By Elliot Aronson, Ruth Thibodeau</i></p> <p>Work with the Learn Sheffield Race Equity project on representation and challenging white supremacy</p> <p>Parent survey information-</p>	<p>Challenging stereotypes work through the RSHE curriculum</p> <p>Opportunities to share positive role models with the children</p> <p>Curriculum development and linked CPD</p> <p>all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.</p> <p>plan ongoing events to raise awareness of equality and diversity.</p> <p>Ensure that our curriculum and in turn, displays around school corridors & classrooms: promote role models & heroes that our children can positively identify with; reflect our diversity as a school; ensure respect for all others regardless of race, gender and disability</p>	EHT DHT Subject leaders	<p>Curriculum development</p> <p>RSHE and PHSE curriculum</p>	<p>We will challenge stereotypes in society and advance equality of opportunity.</p> <p>Our children appreciate, respect & celebrate diversity. They know how we are different & what unites us. All children thrive, aspire & reach their full potential</p> <p>Parents feel confident that our curriculum reduces prejudice and develops an understanding of equality</p> <p>Children have a strong understanding of protected characteristics and the equality act and that when asked, they are able to discuss these.</p> <p>Children are taught about role models who fall into all protected groups through the curriculum. Schools leaders have a developed understanding</p>

	November 2020				og the impact of trama on progress.
<p>Progress against objective July 2022</p> <p>Progress against objective July 2023</p> <p>Progress against objective July 2024</p>					
<p>To narrow the gap in attainment of all disadvantaged pupils and pupils with SENDs</p>	<p>50 % (check) of children who are disadvantaged are BAME but only 30% (check to include new starters) of the school population are BAME</p>	<p>Ensure resources directly related to disabled pupil’s educational needs as a reasonable adjustment are provided, so they can integrate wholly in all parts of school life.</p> <p>Hold termly inclusion meetings with staff & SLT to discuss each child’s progress & attainment.</p> <p>Carry out a termly analysis of pupil achievement by gender, race, background & disability.</p> <p>Carry out an annual ASP data analysis with comparisons against national data for different groups of children.</p> <p>Take action on any trends or patterns in the data which require additional support for pupils including whole school action plans for improvement as well as class interventions.</p>	<p>EHT DHT SENDCo Teaching staff</p>	<p>Inclusion meeting notes and actions</p> <p>Target tracking software</p> <p>Trauma informed practice and training in place.</p>	<p>Levels of attainment for all pupils raised, with a focus on narrowing the gap for vulnerable learners.</p> <p>Gap narrowed in specific year groups, vulnerable groups and subjects (as identified through data analysis), PP and SEND pupils make at least good progress</p> <p>Barriers to learning are addressed proactively</p> <p>Schools leaders have a developed understanding og the impact of trama on progress.</p>
<p>Progress against objective July 2022</p> <p>Progress against objective July 2023</p> <p>Progress against objective July 2024</p>					

Closing statement

At Clifford All Saints we aim for all of our community to feel supported and valued. We educate children through our curriculum, about the importance of the protected characteristics, equalities and the values of tolerance and respect.

We recognise the importance of quickly and appropriately responding to any concerns related to the promotion of the equality act and want to work proactively with our school community.

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

Appendix A- Evaluation of progress against PSED November 2021

Eliminating discrimination.	School's involvement in the racial equity project with Learn Sheffield Ensured equality and diversity is embedded in Assembly and collective worship plan with a focus on protected characteristics Started to develop curriculum to ensure it is more reflective of diversity of the school community Celebration of black history month Celebration of neurodiversity week
Fostering good relationships.	New anti-bullying policy New Behaviour for learning policy
Advancing equality of opportunity	Ongoing work with WEST (Women in engineering, science and technology) Information gathered used to identify overarching aims and to write equality objectives.

Appendix B – Equality information November 2021

Number of pupils on roll at the school: 196

Age of pupils: 5 to 11

	Percentage of Pupils (196)
Any other Ethnic group	7%
Asian or Asian British	10%

Bangladeshi	0%
Black Caribbean	5%
Black or Black British	10%
Chinese	4%
Gypsy/Roma	0%
Pakistani	3%
Refused - Unclassified	3%
Somali	0%
White	4%
White - British	55%
White Eastern European	0%
Yemeni	1%

	Percentage of Pupils (196)
No SEND	81%
All SEND	19%
SEND (K)	17%
SEND (E)	2%

	Percentage of Pupils (196)
Boys	42%
Girls	58%

	Percentage of Pupils (196)
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Not in receipt of PP	88%
In receipt of PP	12%