

# Clee Hill Community Academy Equality Statement and Objectives

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This statement should be read alongside the Four Stone Gateway Trust policies.

[Policies and Documents - Four Stones Gateway Trust](#)

## 1. Aims

Our school aims to meet its obligations under the public sector equality duty 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

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mark Beale They will:

- Meet with the designated member of staff for equality annually, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act - for example, during meetings.

Staff receive training on the Equality Act as part of their induction and as appropriate to their role, the objectives and the school development plan

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate. At Clee Hill Community Academy, the member of staff is Ceri Little.

#### 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

#### 6. Fostering good relations

The school 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 RE, citizenship and personal, social, health and economic (PSHE) education, but 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. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 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

Where appropriate the school will keep a written record (Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions (e.g. on policies).

### The school context

- The school is mainly white British (Over 90%) as opposed to around 30% minority ethnic groups in other primary schools nationally.
- Very few pupil's first language (less than 5%) is not English as opposed to around 18% nationally
- Children's contact with other ethnicity/culture/religion/belief/language is very limited due to location
- The majority of parents are Christian (55%) or of no religion (43%)
- The school endeavors to meet the needs of a proportion of our pupils who are affected by rural deprivation

### Equality Plan

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. Our equality plan shows how we aim to do this and the impact.

What do we do?	What does this look like in our school?	Impact
Use contextual data to improve the ways in which we provide support to individuals and groups of pupils	<ul style="list-style-type: none"> <li>• Pupil progress meetings include analysis of all vulnerable groups.</li> <li>• Pupil Premium passports</li> <li>• Staff to have high expectations for all pupils.</li> <li>• Daily reading for PPG (See PP Premium Plan on website)</li> </ul>	The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities
Monitor achievement data by ethnicity, gender and disability and action any gaps		

<p>Take account of the achievement of all pupils when planning for future learning and setting challenging targets;</p>		<p>which are identified will be addressed through targeted curriculum planning, teaching and support. SEND provision maps are of a high quality and show improvements towards specific targets.</p>
<p>Ensure equality of access for all pupils and prepare them for life in a diverse society</p>	<ul style="list-style-type: none"> <li>• Careers in the curriculum</li> <li>• challenging stereotypes in assemblies and as part of the curriculum;</li> <li>• mixed sports - both clubs inside and outside of school -promoted,</li> <li>• books and images that present diversity and equality;</li> <li>• subject leaders- diversity curriculum review;</li> <li>• PSHE activities.</li> </ul>	<p>All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued.</p> <p>There is a high uptake of mixed sports in the local area after promotional assemblies (Clee Hill Mini Rugby) and a focus on encouraging girls' football (equal access award 2024-2025)</p> <p>Classroom book areas have been reviewed and new materials added regularly to reflect diversity.</p>
<p>Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;</p>		<p>Each area of the curriculum is planned to incorporate the principles of equality and opportunities to promote positive attitudes to diversity. Element of ABA award was supporting pupils with disabilities / antibullying.</p> <p>All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.</p> <p>Diversity focus in assemblies (autumn term) - diversity board in hall promoting positive attitudes to diversity</p>
<p>Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;</p>	<ul style="list-style-type: none"> <li>• Additional transition arrangements for SEN (Reception and Y6)</li> <li>• Promoting peer involvement for those with specific learning needs (especially interaction and play on the playground e.g. football, jumping jaxx, ABA ambassadors)</li> <li>• Assembly themes links to core values (half termly focus of a different value) and diversity focus in the autumn term.</li> <li>• PSHE activities</li> <li>• Current affairs - news items shared and debates/ discussions</li> <li>• Curriculum opportunities (ie WW2 - persecution of Jews)</li> <li>• Link visits for a range of places of worship- Singers Hill Synagogue, Muslim experience, Shri Venkateswara Mandir, St John's Church - or visitors to the school</li> </ul>	
<p>Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;</p>	<ul style="list-style-type: none"> <li>• Liaising/supporting with elderly and disabled in community;</li> <li>• open the book,</li> <li>• visiting and having visits/contact with other cultures/religions etc.</li> </ul>	

<p>Seek to involve all parents in supporting their child's education;</p>	<p>Liaison with parents;</p> <ul style="list-style-type: none"> <li>• parent workshops;</li> <li>• parent meetings</li> <li>• termly reports sent home</li> <li>• follow up meetings by the headteacher</li> <li>• PACC</li> <li>• SEND parental support group</li> <li>• Parenting team</li> </ul>	<p>We monitor parental involvement and have strategies to raise participation of underrepresented groups of parents and sections of the community. Information and meetings for parents are made accessible for all. Information now added to the website.</p> <p>There are still areas where some children get less support e.g. reading but provision in school balances this as well as continued promotion to parents</p>
<p>Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;</p>	<ul style="list-style-type: none"> <li>• School culture of high expectations for all.</li> <li>• Pupil premium readers heard to read daily</li> <li>• Clubs - mixed sports</li> <li>• SEND provision - staff to challenge any barriers to ensure equality - see SEND page of website.</li> </ul>	<p>Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.</p>
<p>To promote equality of access to opportunities, facilities and resources in our rural location</p>	<ul style="list-style-type: none"> <li>• wide range of enrichment opportunities. e.g. sports, music etc; access to computers/ internet/ library;</li> <li>• HAF activities</li> <li>• keeping range of extended school opportunities rich and varied and all clubs free</li> <li>• Subsidised around care for enrichment activities for all disadvantaged pupils</li> <li>• PTA funding - support for school trips and resources in school</li> </ul>	<p>All pupils to have the opportunities for a creative curriculum and access to enrichment activities.</p> <p>PTA funding used effectively to enhance enrichment opportunities and offer subsidies to families</p>

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, our Accessibility Plan is available on the School website and reviewed annually.