

## EQUALITY, DIVERSITY, INCLUSION AND BELONGING

Policy applies from EYFS to Sixth Form and to all Staff	
Date policy reviewed:	29.11.2023
Date of next review:	29.11.2024
Version:	11.23 v1
Author:	Mr Luke Goodman

Version	Date	Paragraph	Material change	Approval
05.22.01	10.05.2022	6	Insertion of a paragraph setting out details of the Equality Impact Assessment.	Head of School
05.22.02	20.05.2022	6	Expansion of Diamond Edge Model section by the insertion of: <ul style="list-style-type: none"> <li>the rationale for limiting the Model to 5 subjects in 3 year groups;</li> <li>a sentence about careers advice; and</li> <li>the factors considered by the School to ensure that provision for male and female pupils is of equal quality.</li> </ul>	Head of School
10.22 v1	31.10.2022	7.2	Paragraph updated.	Head of School
11.23 v1	29.11.23	All	Policy has been re-drafted.	Head of School

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.

### Related Documents

Accessibility Plan

Admissions

Behaviour - Infant and Junior School



Behaviour - Senior School  
Child Protection and Safeguarding  
Complaints  
English as an Additional Language  
Enhanced Learning  
PSHE  
Positive Action for Recruitment Guidance  
Recruitment, Selection, Disclosure and Single Central Register  
Responding to Discrimination

## 1. Regulatory framework

This policy has been prepared to meet the School's obligations under the Equality Act 2010, the Statutory Framework of the Early Years Foundation Stage 2017, the Children and Families Act 2014 and the Education (Independent Schools Standards) Regulations 2014. The School has also taken into account statutory guidance in formulating this policy, including Keeping Children Safe in Education (2023).

## 2. School ethos

Clifton High School is committed to promoting equality, diversity and a culture that welcomes people from diverse backgrounds and experiences, as each individual makes unique contributions to the School and brings valuable insights to the way we learn.

To ensure that everyone can thrive and meet their full potential, it is essential that inclusion and equitable opportunities are at the core of all the School's activities; and we see our inclusive ethos as one of our greatest strengths. Our School ethos clearly states our intentions:

*“At Clifton High School, we want to ensure that all pupils enjoy learning, see the worth in a holistic education and to try their very best. We want pupils to learn how to deal with success and defeat, and over time to discover their individual brilliance so that they can become passionate in their interests and, consequently, have fulfilling careers, providing the potential to live full and satisfying lives. Our School Ethos will celebrate the individual, in all the ways that we are different and ultimately all the ways each of us is unique. We should be proud of who each of us is, our sex, gender, gender reassignment, age, race, colour, nationality, ethnic or national origin, disability, sexual orientation, religion, faith, or other beliefs. Clifton High School's ethos will look to create a safe culture in which our school aim, to realise individual brilliance, can be achieved.”*

Clifton High School is committed to being an equal opportunities school and to providing the necessary support for all members of the School community, regardless of any protected characteristics they may have.

School Office 0117 973 0201  
schooloffice@cliftonhigh.co.uk

College Road, Bristol, BS8 3JD  
cliftonhigh.co.uk

Admissions 0117 933 9087  
admissions@cliftonhigh.co.uk

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All members of the School community are expected to comply with this policy and treat others with dignity at all times.

### **3. Aims of the Equality, Diversity, Inclusion and Belonging policy and the School ethos**

The aims of this policy and the purpose of the School's ethos are to:

- Eliminate unlawful discrimination on the grounds of any of the protected characteristics and foster good relations between members of the School community.
- Ensure that all members of the School community understand that discrimination on the grounds of a protected characteristic is unacceptable and will not be tolerated.
- Educate members of the School community about discrimination and how it manifests itself, and encourage pupils and staff to speak out against it if they see or experience it.
- Promote equality and equal opportunity for all members of the School community.
- Comply with the School's equality obligations contained in the Equality Act 2010 and where able to do so, remove or help overcome barriers that may exist for pupils.
- Provide an open and supportive environment in which all pupils feel valued and have a sense of belonging so that they can thrive and achieve their individual brilliance.
- Educate pupils about the benefits of having a diverse British society and prepare them for life in that diverse society.
- Encourage anyone who feels that they have been subject to unlawful discrimination harassment, abuse, or threatening behaviour, to raise their concerns with the School in the knowledge that they will be listened to and supported and that an appropriate investigation will be conducted.

### **4. Methods of achieving the aims of the Equality Diversity Inclusion and Belonging policy**

To achieve the aims set out in section 3 above, the School will (in addition to the steps set out in the remainder of this policy):

- Publish and share this policy with the School community.
- Collect and analyse data (such as admissions data and examination results) to monitor any potential disadvantage amongst pupils.
- Help to overcome any potential barriers to learning by making reasonable adjustments for pupils with special educational needs and disabilities.
- Operate a clear zero tolerance policy towards abusive and/or discriminatory behaviour.
- Ensure that all marketing material and displays reflect the diversity of our School.
- Provide opportunities for pupils to raise issues with peer mentors and staff if they have any concerns, and for the School to act in accordance with its policies.

### **5. Pupil Admission and Staff Recruitment**

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Clifton High School will implement and follow the Positive Action for Recruitment Guidance and through this policy and that guidance aims to:

- Ensure that the admissions process, including the application of scholarships and bursaries, is fair, transparent and that decisions are made on the basis of merit, irrespective of whether the applicant has a protected characteristic.
- Offer bursarial support (where funds are available) for pupils who meet the School's admissions criteria but who may otherwise be unable to attend the School due to their families' financial circumstances, in order to broaden access to the School, and through this to provide opportunities to encourage social mobility and provision for disadvantaged pupils.
- Ensure the best candidate is appointed in all staff appointments based on strict professional criteria, providing equal opportunities to every member of staff, and not accepting any type of discrimination.
- Make efforts to reflect diversity in our staff and governors and convey the School's commitment to diversity through the staff induction process.

Further information can be found in the Admissions Policy on the School website and the Recruitment, Selection, Disclosure and Single Central Register in SharePoint.

## **6. Education**

The School gives every pupil access to all of the School's educational benefits, services, and facilities, irrespective of any protected characteristic, subject to our reasonable adjustments duty and considerations of safety and welfare. The School will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

The School will, subject to our reasonable adjustments duty and safety and welfare considerations:

- Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination.
- Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any protected characteristic.
- Ensure that pupils with English as an additional language and pupils with an Education Health Care Plan receive necessary educational and welfare support.
- Challenge inappropriate and unacceptable discriminatory behaviour by pupils and staff.
- Encourage children to work and play freely and have respect for all other pupils irrespective of any protected characteristic.



- Offer all pupils access to all areas of the curriculum and a full range of extra-curricular activities.
- Work with parents and external agencies where appropriate to combat and prevent discrimination in School.
- Review monitor and evaluate the effectiveness of this policy.
- Use assemblies and the PSHE and the Health and Wellbeing curriculum to:
  - Celebrate diversity and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010.
  - Promote positive images and role models to avoid prejudice and raise awareness of related issues.
  - Encourage children to question and challenge assumptions and stereotypes in order to better understand discriminatory behaviours.

The School recognises that discrimination may be direct, indirect, or arising from disability whether or not it was intentional. Harassment and bullying in all its forms (including cyberbullying) are unacceptable and will be dealt with in accordance with the School's Behaviour policies and Anti-Bullying policies, copies of which are on the School website.

## **7. Religious beliefs**

Although the School's religious ethos is based on Christian values, the School welcomes and respects the rights and freedoms of individuals from other religions and faiths (or with no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the School community.

The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## **8. Reasonable adjustments for pupils with disability**

The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils, including during the admissions process.

Where the School is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the School is able to make to avoid their child being put at a substantial disadvantage in comparison to other pupils. The School will carefully consider any proposals for adjustments in light of a pupil's disability and the resources



available to the School. Further information can be found in the Enhanced Learning Policy on the School website.

The School has an Accessibility Plan in place which can be found on the School website. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.

## **9. Transgender Pupils**

An individual has the protected characteristic of gender reassignment if they:

- want to reassign their sex from their birth sex to their preferred sex; and
- do this by changing physical or other characteristics.

Gender reassignment is a personal process rather than a medical one. Pupils do not have to undergo medical treatment or be under medical supervision to be protected under the Equality Act as a transgender person.

### **9.1 Our approach**

The overarching aim of the School is to create an environment where every pupil feels valued and has a sense of belonging. Our primary concern is the welfare of the children in our care, and we recognise that each pupil is different, and that questions of gender identity are complex and personal. We will therefore adopt a case-by-case approach in order to respond appropriately to the needs of each individual pupil.

The School will endeavour to work in close partnership with parents of trans pupils. The School favours an open dialogue between the School, pupils and parents, especially in cases where the pupil is under the age of 16 (in which case the School will involve the parents of the trans pupil unless there are safeguarding reasons not to). In all cases the School will seek the wishes of the pupil and take them into account.

### **9.2 Single sex classes, Games and Physical Education**

Clifton High School follows the guidance in The Equality Act 2010, which advises that where single-sex classes are provided, pupils undergoing gender reassignment should be allowed to attend the single-sex class that accords with the gender in which they identify.

The School will endeavour to ensure that trans pupils have equal access to Games and Physical Education while at school, and we will assess each case on a case-by-case basis. In general, we anticipate that trans pupils will normally be able to participate fully in the School's P.E.



programme. With regards to Games, there may be some situations where restrictions on participation will be necessary to secure the safety (of the trans pupil and others) and/or fair competition and we will consult any relevant sport specific guidance (for example, from a sport governing body).

### **9.3 Toilets and changing facilities**

Pupils or staff who have undergone or are undergoing gender reassignment can either use the toilets and changing facilities that accord with their biological sex or, alternatively, they will be offered an alternative of a unisex toilet and changing facilities. These facilities will afford sufficient privacy for any transgender pupil or staff member.

### **10. Monitoring success of the policy**

It is the responsibility of all staff to monitor the success of this policy by ensuring that issues raised within it are followed and supported. Where monitoring identifies a matter of concern, appropriate action will be taken by to address the situation, after seeking appropriate consultation and advice.

### **11. Breaches of this policy**

Pupils who are in breach of this policy may be sanctioned in accordance with the School's Behaviour Policies.