

EQUALITY, DIVERSITY AND INCLUSION

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| Policy applies from EYFS to Sixth Form and to all Staff | |
| Date policy reviewed: | 06.12.2024 |
| Date of next review: | 29.11.2025 |
| Version: | 12.24 v1 |
| Author: | Dr Mark Caddy |

| Version | Date | Paragraph | Material change | Approval |
|----------|------------|-----------|---|--------------------|
| 05.22 v1 | 10.05.2022 | 6 | Insertion of a paragraph setting out details of the Equality Impact Assessment. | Mr Matthew Bennett |
| 05.22 v2 | 20.05.2022 | 6 | Expansion of Diamond Edge Model section. | Mr Matthew Bennett |
| 10.22 v1 | 31.10.2022 | 7.2 | Paragraph updated. | Mr Matthew Bennett |
| 11.23 v1 | 29.11.2023 | All | Policy re-drafted. | Mr Luke Goodman |
| 12.24 v1 | 06.12.2024 | 2 9 | School Ethos updated. Section updated to reflect updates to KCSIE 2024 and DfE guidance. | Dr Mark Caddy |

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
English as an Additional Language
Enhanced Learning



Positive Action for Recruitment Guidance
Recruitment, Selection, Disclosure and Single Central Register
Responding to Discrimination
Staff Prevention of Sexual Harassment
Staff Professional Code of Conduct

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 2024, the Children and Families Act 2014 and the Education (Independent Schools Standards) Regulations 2014, and also takes into account other statutory guidance in formulating this policy, including Keeping Children Safe in Education.

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 believe in the worth of a holistic education, encouraging all pupils to enjoy learning in an environment that supports them as individuals and nurtures their ‘brilliance’. As pupils become passionate in their interests, learning to deal with both success and defeat, the full potential of their academic, emotional, and personal growth is realised. They are afforded the opportunity to reach milestones as well as set personal standards with confidence, as they work towards and embark upon successful and self-fulfilled futures.

As a School, we place emphasis on creating a safe and nurturing culture strengthened by a united community that openly recognises and applauds our differences whether it be in gender, age, race, colour, nationality, ethnicity, disability, religion, or culture.”

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, Anti-Bullying policies, Staff Professional Code of Conduct, Staff Dignity and Staff Prevention of Sexual Harassment policies.

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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 their protected characteristic(s).

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

3. Aims of this 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 protected characteristics and foster good relations between 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.
- 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.
- Promote an open and supportive environment in which all pupils feel valued and have a sense of belonging so that they can thrive and realise their individual brilliance.
- Promote equality and equal opportunity for all members of the School community.
- 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 this 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.
- Educate members of the School community about discrimination and how it manifests and encourage pupils and staff to speak out against it if they see or experience it.
- Educate pupils about the benefits of having a diverse British society and prepare them for life in that society.
- 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.
- Ensure that all marketing material and displays reflect the diversity of our School.



5. Pupil Admission and Staff Recruitment

Clifton High School will implement and follow the Positive Action for Recruitment Guidance and will:

- 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 protected characteristic(s).
- 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 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, irrespective of a candidate's protected characteristic(s).
- Consider whether adjustments should be made to the admissions/interview process, and if those adjustments are reasonable, make appropriate provision for them.

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 protected characteristics, subject to our reasonable adjustments duty and considerations of safety and welfare. The School will not discriminate against a pupil on the grounds of protected characteristic(s) 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 protected characteristics.
- Offer all pupils access to all areas of the curriculum and a full range of co-curricular activities.
- Ensure that pupils with English as an additional language and pupils with special educational needs and disabilities receive necessary educational and welfare support.
- Challenge inappropriate and unacceptable discriminatory behaviour by pupils and staff.
- 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 curriculums 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.

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 and staff who have any form of disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils/members of staff, including during the admissions/interview process.

Where the School is required to consider its reasonable adjustments duty in relation to a pupil, it will consult with parents about what reasonable adjustments, if any, the School is able to make so that their child is not 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. Gender questioning pupils

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 and the needs of the school community as a whole.

The School will endeavour to work in close partnership with parents of gender questioning pupils, and 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 gender questioning pupil unless there are safeguarding reasons not to). In all cases the School will ascertain 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, gender questioning pupils 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 gender questioning 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 gender questioning pupils will normally be able to participate fully in the School's PE programme. With regards to Games, there may be some situations where restrictions on participation will be necessary to secure the safety (of the gender questioning pupil and other children) and/or fair competition and we will consult any relevant sport specific guidance (for example, from a sport governing body).

9.3 Toilets, changing facilities and accommodation on residential visits

The School will discuss the gender questioning pupil's preferences for toilet and changing facilities with the pupil and where appropriate, their parents, and will take a case-by-case approach. In making a decision as to which facilities the pupil can use, the School will take into account the School's legitimate aims, the wishes and welfare of the pupil and other pupils in the School community, and the facilities available.

The approach set out above also applies to accommodation on residential visits.

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 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. Members of staff who are in breach of this policy may be sanctioned in accordance with the Staff Disciplinary Procedure.

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