



Public Sector Equality Duty Statement

September 2025

The aim of Claycots School is to be a high achieving school at the heart of the community where children and staff learn effectively and everyone is valued as an individual, treated fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to embed our school values in all that we do at Claycots. These values help to promote a culture within the school that embraces inclusion and diversity and enables everyone to have a strong sense of identity and belonging.

- Integrity
- Kindness
- Respect
- Curiosity

At Claycots, we believe that the diversity within our school is a strength which should be respected and celebrated at every opportunity. We are committed to equality both as an employer and an education provider and we:

- Promote equality of opportunity and do our best to ensure that everyone is treated fairly and with respect
- Recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same
- Take positive action to provide some pupils with additional support to help them achieve and be successful
- Promote positive attitudes and good relations between people from different groups
- Ensure that where possible people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, staff and through School Council
- Make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation

The Equality Duty 2010 has three principal aims for all schools;

- To eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.



- Foster good relations between people who share a protected characteristic and people who do not share it.

We welcome the emphasis on the importance of narrowing gaps in achievement and opportunities which could include:

- pupils from certain cultural/ethnic backgrounds and the traveller community
- pupils who receive Pupil Premium
- pupils who are disabled
- pupils who have special educational needs/disability/SEND/LAC/EAL
- differences in achievement by gender

At Claycots we are committed to ensuring that all members of the school community do not become victims of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010. We have a series of policies and procedures in place to support us with this which include:

- Behaviour policy and Anti-bullying policy
- Safeguarding policy
- Safer Recruitment policy
- Whole School Equalities policy
- SEND Policy

Some of these policies are available on the school website. All policies are available from the School Office on request.

Equal Opportunities for all

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and related action plans are implemented.

The termly Head Teacher's Report to the full governing body includes updates in relation to the attainment and progress of all year groups and information on any bullying or racist incidents that have been reported. There is also an update on the number of suspensions that may have occurred and the number of children registered as having additional learning needs.

At our school, careful analysis of performance/attainment data is used to identify different groups within our school community. We are able to make comparisons and identify any group that may be achieving less well than other groups. Pupil Progress Meetings are held every term to discuss these issues. We build in strategies to address such issues and these are included in the school improvement plan. At our school, we monitor the impact of any strategies and interventions that we put in place to ensure that they are meeting the needs of our pupils.

The school improvement plan is reviewed twice a year and subject action plans are developed accordingly. A copy of this plan is available in the School Office on request.



We review the curriculum on a regular basis to ensure that teaching and learning across all subject areas reflects our equality principles and these are reflected too in the range of resources we provide within the school environment

Our Staff

Age	The school complies with its equalities duties in this regard
Disability	0% of staff have a recorded disability. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We are committed to supporting any staff member towards gender reassignment.
Marriage & civil partnerships	The school complies with its equalities duties in this regard.
Pregnancy and maternity	The school complies with its equalities duties in this regard.
'Race' / ethnicity	Our staff profile comprises: Black - British, 1% Any other Black background, 1% Black - Caribbean, 2% Any other ethnic group, 4% Black - African, 3% Any other mixed background, 3% Any other Asian background, 5% Information not yet obtained, 5% Any other white background, 6% Indian, 12% Pakistani, 21% White - British, 37%
Religion and Belief	Religion is not recorded
Sex (male/female)	92% Female, 8% Male
Sexual orientation	We are committed to supporting all staff members regardless of sexual orientation

Our Pupils

Age	Our students range in age from 3 to 11 years
Disability	Reasonable adjustments are made where appropriate.
Gender reassignment	We are committed to supporting any student towards gender reassignment
'Race' / ethnicity	Our student profile comprises: Bangladeshi, 1% Black - African, 7% Black - British, 0% Black - Caribbean, 1% Chinese, 0% Gypsy / Roma, 1% Indian, 18% Information not yet obtained, 1% Pakistani, 24% Refused, 0% Traveller of Irish heritage, 0%



	White - British, 8% White - Irish, 0% White and Asian, 3% White and Black African, 2% White and Black Caribbean, 1% Any other Asian background, 5% Any other Black background, 1% Any other ethnic group, 4% Any other mixed background, 12% Any other white background, 9%
EAL (English as an Additional Language)	64% EAL The statistically most popular languages spoken within our student profile are: Urdu, Polish, Hindi, Punjabi, Arabic, Telugu, Somali, Tamil, Romanian
Religion and Belief / no belief	Our student profile comprises: Muslim: 50% Christian: 15% Hindu: 11% No Religion: 7% Sikh: 7% Not Collected: 2% Other Religion/Faith: 7% Buddhist: 1%
SEND Students identified with a Special Education Need	Education, Health & Care Plan: 4.4% School support: 11.4% No Special Education Need: 84.2%
Sex – male/female	Female: 50% Male: 50%
Sexual orientation	We are committed to supporting all students regardless of sexual orientation
Pupil Premium	Students eligible for Pupil Premium: 26.1%

Our Equality Objectives for 2025/26 link to our School Improvement Plan:

Objective 1 *(Linked to Strategic Objectives 1: Curriculum and teaching, Achievement and Inclusion)*

- To continue to improve provision for pupils with SEND by embedding teaching practices that avoid labelling and allow us to move beyond the notion of fixed ability

Objective 2 *(Linked to Strategic Objectives 2: Attendance and Behaviour)*

- Closely monitor and record incidents involving the use of homophobic, sexist, racist and/or any other discriminatory language by students and take steps to address these when they occur

Objective 3 *(Linked to Strategic Objectives 3: Personal Development and Well-being)*

- To review the RHE and Behaviour curricular so that they develop pupils' understanding of healthy relationships and the protected characteristics, and so that they support pupils' to develop resilience and recognise risks to their well-being