



## Clipston Endowed Voluntary Controlled Primary School

**“Be Kind ~ Be Your Best ~ Be Happy”**

### EQUALITIES OBJECTIVES AND ACTION PLAN

Date of this review: 25<sup>th</sup> February 2026

The Public Sector Equality Duty 2011 has three aims under the general duty for schools/academies and settings:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by The Act;** by removing or minimising disadvantages suffered by people due to their protected characteristics.
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not;** by taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- 3. Foster good relations between people who share a protected characteristic and those who do not;** by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

**“Love your neighbour as yourself” Mark 12:31**

Our school has considered how well we currently achieve these aims with regard to the nine protected equality groups: race, disability, sex, gender reassignment, age (applicable as an employer only, not to pupils), pregnancy and maternity, marriage and civil partnership, religion and belief, sexual orientation.

In compiling this equality information, we have:

- Identified evidence already in the school of equality within policies and practice, and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice might be improved.
- Analysed our effectiveness in terms of equality.

## 1. SUMMARY OF OUR EQUALITIES EVIDENCE

- **In relation to RACE, the evidence we hold tells us:**

We maintain an incident file, including details of bullying and racist incidents.

- **In relation to DISABILITY, the evidence we hold tells us:**

We liaise with outside agencies e.g. Educational Psychology Service, Occupational Therapy, Physiotherapy, in support of our disabled pupils.

We support staff who are categorised as disabled through liaison with Human Resources and Occupational Health.

- **In relation to SEX, the evidence we hold tells us:**

We are able to separate tracking data for boys and girls and identify any observations or concerns.

We ensure that all activities are open to both sexes; the traditional Fete May Queen has been re-categorised as “May Monarch”.

We employ staff of both sexes, and although we currently have no male teachers, we do have male staff and we try hard to promote male role models in school. For example, we have clubs/ music lessons run by outside agencies and visiting professionals that are led by male coaches/tutors.

- **In relation to GENDER REASSIGNMENT the evidence we hold tells us:**

We have reviewed our school admission forms and they no longer specify gender as “male / female”. School uniform is non-gender specific and we endeavour to meet the needs of any pupils or staff who identify as a gender different to the sex they were assigned at birth.

- **In relation to AGE, the evidence we hold tells us:**

Our staff ages range from the 20s to 60s and all are treated as equals.

- **In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:**

This is not applicable for primary age pupils at this school.

We strongly support expectant parents-to-be on the school staff and pregnant staff / staff who are new parents tell us that this is the case. This includes changes in duties as appropriate as well as support during maternity/paternity leave and upon return to work.

- **In relation to RELIGION AND BELIEFS, the evidence we hold tells us:**

Clipston is a Church of England School and we make sure that our pupils have the opportunity to learn about a wide variety of cultures, traditions and world religions. We have a long-standing, reciprocal relationship with a multi-culturally diverse school in Leicester City. We support and raise funds for a Christian School and Orphanage in India. The school was awarded Silver REQM (2019).

- **In relation to SEXUAL ORIENTATION, the evidence we hold tells us:**

We support all parents, staff, children and visitors regardless of sexual orientation.

- **In relation to MARRIAGE AND CIVIL PARTNERSHIP, the evidence we hold tells us:**

We support all parents, staff and visitors regardless of their legal partnership status.

## 2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

- **In relation to RACE, the evidence we hold tells us:**

That families of all ethnicities and those with English as an Additional Language (EAL) are very well integrated. Children who arrive at Clipston from other countries (e.g. Ukraine, The Philippines) settle very happily into school life.

- **In relation to DISABILITY, the evidence we hold tells us:**

There is good provision for individual pupils and their peers, bearing in mind the limitations of our site, which is Grade II listed and on multiple levels. Please refer to the Accessibility Policy and Plan.

- **In relation to SEX, the evidence we hold tells us:**

We treat all sexes equally whilst supporting their choices.

- **In relation to GENDER REASSIGNMENT the evidence we hold tells us:**

We would endeavour to provide gender reassignment support.

- **In relation to AGE, the evidence we hold tells us:**

We have parents, grandparents, etc. volunteering in school and a wide age range on the school staff.

- **In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:**  
Staff feel well cared for and supported by the school. We support pupils well during these special family times.
- **In relation to RELIGION AND BELIEFS, the evidence we hold tells us:**  
That we help children learn about a wide variety of religions and beliefs, and that some people have no beliefs.
- **In relation to SEXUAL ORIENTATION, the evidence we hold tells us:**  
That we help children in an open and supportive manner to answer their questions, when necessary.
- **In relation to MARRIAGE AND CIVIL PARTNERSHIP, the evidence we hold tells us:**  
That parents, regardless of their legal partnership status feel well supported in our school community. All children are supported to ask questions openly if they wish.

### 3. SUMMARY OF OUR EQUALITY ANALYSIS (i.e. how effective and influential we think we are currently in achieving the 3 aims of this duty for each of the protected groups)

- **In relation to RACE, the evidence we hold tells us:**  
All staff and pupils have equal opportunities.  
We need to continue to ensure we are pro-active in ensuring that children learn to appreciate that there are a wide variety of races and cultures in the world, particularly as our school has a high proportion of white, British pupils and staff. Parent feedback is very positive.
- **In relation to DISABILITY, the evidence we hold tells us:**  
SEND pupils make good progress towards their personal targets.  
We have budgeted for an additional pastoral and SEN TAs to support SEND learners.  
We have successfully applied for additional funding to support any disabled pupils with EHCPs.
- **In relation to SEX, the evidence we hold tells us:**  
We endeavour to be kept informed of any boy/girl attainment discrepancies.
- **In relation to GENDER REASSIGNMENT the evidence we hold tells us:**  
General strategies of support would be sourced if and when required.
- **In relation to AGE, the evidence we hold tells us:**

Good provision, equality notices on job descriptions and advertising.  
All employees and visitors treated equally and with respect.

- **In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:**  
Staff tell us that they have felt well cared for and fully supported by the school, just as they do when they are away from school due to sickness.
- **In relation to RELIGION AND BELIEFS, the evidence we hold tells us:**  
All religions, beliefs and non-beliefs are welcomed. It is recognised that there is very little diversity in the school, compared to the national picture, and the school makes a conscious effort to prepare children well for life in Modern Britain.
- **In relation to SEXUAL ORIENTATION, the evidence we hold tells us:**  
No issues of which we are we are aware.  
We endeavour to collect full and comprehensive pupil data / information on the protected characteristics and are reliant on parents to divulge this information as they see fit.
- **In relation to MARRIAGE AND CIVIL PARTNERSHIP, the evidence we hold tells us:**  
Parents who are married or in civil partnerships feel able to discuss any concerns they have with us openly.



## CLIPSTON ENDOWED VC PRIMARY SCHOOL EQUALITIES OBJECTIVES AND ACTION PLAN

Review carried out: February 2026

Objective	Which protected group(s) will this most affect/influence?	How will we know we have achieved the objective?	Lead and other key players	Actions	Annual Rating
To continue to ensure we are pro-active in promoting all races in our school, with its high proportion of white British pupils and staff	Any pupils, parents, staff, governors or visitors of ethnic minority groups so that they do not consider they are victims of any unlawful discrimination, harassment and victimisation	All stakeholders state they feel included and not discriminated against in any way	Headteacher All Staff Governing Body	<p>Staff and Governors to continually look for opportunities to promote all races, cultures and religions, through visitors, resources and visits:</p> <p style="color: purple;">Children are exposed to other cultures e.g. through links with Karisalpatti in India.</p> <p style="color: purple;">Reciprocal links with Sparkenhoe School, Leicester (KS1)</p> <p style="color: purple;">Diversity is clearly articulated as a Curriculum Driver on our Big Picture Curriculum documents.</p>	<b>Green</b>
To continue to monitor gender differences in progress and attainment	All pupils in Maths, English, Science and RE.	Data trends continue to show no consistent gender differences	All Staff Governors	<p>Teaching staff to ensure data is uploaded onto the Insight tracking system. Regular Pupil Progress Meetings to take place.</p> <p style="color: purple;">Governors continue to monitor analysed data. Subject Leaders have access to gender specific data. This is shared with the LA SIP when they visit. Where there are gender differences, these are rarely a “trend” but more likely due to the nature of the smaller cohorts.</p>	<b>Green</b>

To collect full and comprehensive pupil data / information on the protected characteristics	All Pupils	We will have given parents the opportunity to make a declaration on behalf of their child in respect of the Protected Characteristics.	Headteacher All Staff	To ascertain and implement ways in which to collect data on e.g. gender re-assignment Parents have numerous opportunities to divulge information about their child/ren when they register them at our school and during Parent Consultations.	Green
To carry out a full audit of accessibility in relation to Disability to ensure that the needs of Disabled pupils, staff and visitors are a distinct aspect of the Equality Duty.	Any disabled pupils, parents, staff, governors or visitors so that they do not consider they are victims of any unlawful discrimination, harassment and victimisation	An Accessibility Policy and Plan will be in place and will be reviewed together with the SDP and Premises Plan annually.	Headteacher Governors	To undertake a full audit of Accessibility as per the Equality Duty guidelines 2011. Review periodically the Policy and Plan, taking into account the nature of the Grade II listed building. Accessibility Policy and Plan fully reviewed January 2025. Reasonable adjustments to adapt certain facilities e.g. toilets, ramp access to accommodate disabled pupils have been made in the past. Disabled staff feel well supported.	Green
To understand where we are as a school in relation to the recommendations in “Valuing all God’s children” (guidance on homophobic bullying).	Sexual Orientation All Pupils	Report to the FGB, minuted and shared with the Diocesan Advisor.	Headteacher Tracey Cunningham (Diocese) Governors	To utilise the “Valuing all God’s children” document to analyse where we are as a school against the recommendations (page 4). Visitors to the school (e.g. P Grindrod) have supported the school’s work towards these recommendations. The Anti-bullying Policy is up-to-date. The school has observed Mental Health Awareness Week and LGBTQ+ month, in an age-appropriate manner, taking account of children’s experiences. Library books have been enhanced to reflect a wide range of family structures.	Green