PUBLIC SECTOR EQUALITY DUTY POLICY

(Equality Information and Objectives, including the Accessibility Plan) 2026-2027

Approved by: Trustees March 2026

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Version 1.0

CLEEVE SCHOOL
AND SIXTH FORM CENTRE OF EXCELLENCE

PUBLIC SECTOR EQUALITY DUTY POLICY

(Equality Information and Objectives, including the Accessibility Plan)

1.0 Introduction

At Cleeve School, our 2030 Vision is that “Staff and Student voice overwhelmingly state that they feel that they belong to our community, within an environment that is safe, tolerant and diverse, including with neurodiversity.”

Cleeve will promote the rights of all individuals to equality and respect through its ethos, processes and curriculum. We will, on every occasion, oppose all forms of prejudice and support positive attitudes towards an inclusive society.

Cleeve School recognises that people have different needs. We understand that treating people equally does not always involve treating them all exactly the same. We strive to go further than delivering **Equality**, whereby everyone is provided with the same resources, to enabling an environment where individuals experience **Equity** with support tailored to their needs. We recognise that for students and staff that fall within the protected characteristics extra support is sometimes needed and to help them to achieve their full potential and be successful.

1.1 The Legislative Framework

Cleeve School is committed to equality both as a service provider and an employer and ensuring we fulfil our legal duties under:

- Section 149 of the Equality Act 2010 (the public sector equality duty).
- The Equality Act 2010 (Specific Duties) Regulations 2011.
- The Equality Act 2010: Accessibility Plans.

The Public Sector Equality Duty is made up of a general equality duty, supported by specific duties.

The **general equality** duty requires us to have due regard, in the exercise of our functions, to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Act.
- **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.

The **specific duties** require that we:

- **Publish equality information** each year.
- Prepare and publish one or more specific and measurable **equality objectives** at least once every 4 years.

The Public Sector Equality Duty covers the following 9 protected characteristics:

- Age.
- Disability.
- Gender.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sexual orientation.
- Marriage and civil partnership.

The **Equality Act 2010: Accessibility Plans**, further requires that schools must prepare an Accessibility Plan for the purpose of:

- Increasing the extent to which disabled pupils can participate in the school's curriculum.
- Improving 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.
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

2.0 Our General Equality Duty

2.1 How we eliminate unlawful discrimination, harassment, victimisation

Cleeve 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 Trustees are regularly reminded of their responsibilities under the Equality Act, for example, during meetings, at staff training and through the culture of our school.

For 2025/26 we have rolled out EDI and Sexual Harassment training to staff, as well as introducing a Whole School Risk Assessment for Sexual Harassment. We have clear procedures for dealing with staff discipline.

2.2 How we advance equality of opportunity

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

- Setting out our Accessibility Plan.
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. we have installed lifts into our building to help students with mobility disabilities to access more areas of our site).

- Taking steps to meet the specific needs of people who have a particular characteristic (e.g. we have a vibrant and well-represented Student Leadership Group (which stems from the range of Student Committees) that ensures that students have a direct voice to discuss matters that relate to their concerns and overall wellbeing in school and immediate environment). The Student Leadership, along with its committees, is strong and articulate, contributing to whole school decision making with students.
- 'Student Voice' is regularly considered by the Senior Leadership Team through 'Breakfast with the Head'; School Committees and student surveys; and by Trustees at Board meetings.
- 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 clubs; asking all Yr 7s to be involved in at least one afterschool club. Including all Yr 9 students on to the Duke of Edinburgh program.
- We take an equal opportunities approach to staff recruitment by ensuring information about the protected characteristics of applicants are not shared wider than the HR Team. Assistance is offered and provided to those with disabilities to enable them to attend interviews.

In fulfilling this aspect of the duty the school will:

- Produce attainment data each academic year showing how students with different characteristics are performing, where we collect information on those characteristics (e.g. our SEND students).
- Analyse the above data to determine strengths and areas for improvement and implement actions in response.
- Make evidence available where relevant identifying improvements for specific groups (e.g. trends of incidents of bullying for those with protected characteristics).

2.3 How we foster good relations

The school aims to foster good relations between those who share protected characteristics and those who do not by:

- Promoting tolerance, friendship and understanding of a range of religions, cultures through different aspects of our curriculum. We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute very well to students' moral, social and cultural development.
- As a community school, we visit local feeder schools, advocating the importance of fostering a culture that embraces diversity and inclusion.
- Holding assemblies dealing with relevant issues. Students are encouraged to be involved.
- Working with our local community and being part of our local community (e.g. community presence at events such as wreath laying on Armistice Day; community productions and community facilities; supporting our community at a time of need).
- Encouraging and implementing initiatives to deal with tensions between different groups within the school. We run all school enrichment days where anti-bullying is a key theme; and have an established network of Anti-Bullying Ambassadors.
- Cleeve School staff and students work in association with local higher education institutions to deliver professional development and training in Anti-Bullying responsibilities, practices and procedures.

- We have Parent Champion groups which run 3 – 4 times an academic year, which represent families across all key stages. Parents share initiatives and discuss concerns with invited members of the school community. We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult.

2.4 Equality considerations in decision-making

Cleeve School ensures it has due regard to equality considerations whenever significant decision are made. Cleeve School always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, Cleeve considers whether the trip:

- Is accessible to students with disabilities.
- Has equivalent facilities for girls and boys.
- Is affordable to students from disadvantaged backgrounds.

We actively engage with staff to ensure their voices inform our decision. Staff are invited to share their views through our annual whole-school survey, as well as targeted surveys focused on specific topics or emerging priorities. We also use INSET days, team meetings and other collaborative forums to encourage open discussion, gather feedback, and explore ideas together. This ongoing dialogue helps us understand staff experiences, identify areas for improvement, and make decisions that support a fair, inclusive, and supportive working environment.

3.0 Our Specific Equality Duties

3.1 Cleeve School Equality Objectives

In 2025/26 we have started working towards achieving the Inclusive Quality Mark (IQM) award, a process which will help us identify future areas for action to improve inclusivity for both staff and students.

At present we continue to focus on the following Equality Objectives:

1. To prevent bullying, abuse, discrimination, victimisation, harassment and/or hate crime against people for any reason including as a result of them having one or more protected characteristics. Ensure victims have access to advice and support to protect their wellbeing and enable them to feel safe and secure at school.
2. To overcome disadvantage by closing the attainment gap for the disadvantaged students and those with additional needs.
3. To improve the attendance of disadvantaged students and those with additional needs.
4. To ensure high uptake of extra-curricular opportunities by disadvantaged students and those with additional needs, to ensure they access the full benefits of a Cleeve School education.
5. Ensure that all staff have equal access to opportunities for career development and growth.

3.2 Publishing our equality information

Key equality information for Cleeve School can be found in Appendix 1.

We are committed to strengthening the collection, monitoring, and analysis of equality data to better understand the experiences and needs of our workforce and service users.
In 2025/26 we are introducing a new HR System, including moving to online recruitment, which will support improved monitoring of equality data for our staff.

4.0 Our Accessibility Plan

At Cleeve we are proud of the support we provide to our students with disabilities, and are committed to working with our students, their parents and external support services to ensure that we offer the best opportunity for all our students.

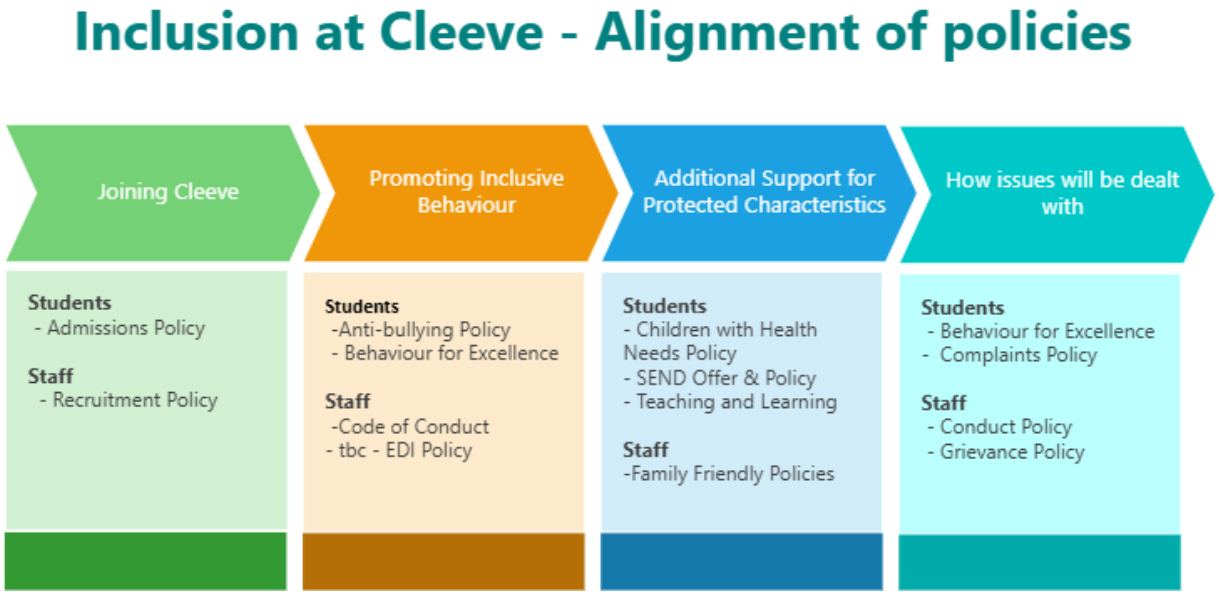
A copy of our Accessibility Plan can be found in Appendix 2.

5.0 Monitoring arrangements

- The Board of Trustees will review the equality information we publish every year (as required by the Public Sector Equality Duty).
- The Board of Trustees will review the Whole School Equality, Diversity ad Inclusion Policy every year.

6.0 Links with other Policies

The following diagram outlines alignment of key Inclusion Policies. Further Details can be found in Appendix 3.



Appendix 1 – Publication of Cleeve School Equality Information

1. Employment Data (March 2026)

1.1 Ethnicity

1.1.1 Employee Profile - Ethnicity

Ethnicity	Count of Ethnicity
White, British	185
White, any other White Background	6
White, Irish	2
Asian or Asian British, Indian	2
Asian or Asian British, Any other Asian Background	2
Black or Black British, Any other Black background	2
Any other ethnic background	2
Chinese	2
Information not yet obtained	1
Refused	1

1.1.2 Employee Profile - Ethnicity by PT/FT

Ethnicity	FT	PT
White, British	114	71
White, any other White Background	2	4
Chinese	1	1
Asian or Asian British, Indian	2	
Asian or Asian British, Any other Asian Background	1	1
Black or Black British, Any other Black background	2	
Chinese	1	1
Any other ethnic background	1	1
Information not yet obtained	1	
Refused		1
Grand Total	**125**	**80**

1.1.3 Employee Profile – Ethnicity by Pay scale

Ethnicity	Teacher Main Scale	Teacher Upper	Lead Practitioner Scale	Leadership Scale	Point/Support	Grand Total
White, British	42	53	5	17	68	185
White, any other White Background	1				5	6
White, Irish	1				1	2
Asian or Asian British, Indian	1		1			2
Asian or Asian British, Any other Asian Background	1				1	2
Black or Black British, Any other Black background	1	1				2
Chinese	1				1	2
Any other ethnic background		1			1	2
Information not yet obtained					1	1
Refused					1	1
Grand Total	**48**	**55**	**6**	**17**	**79**	**205**

1.2 Employee Profile – Sex

1.2.1 Employee Profile - Sex

Sex	Count
F	149
M	56

Employee Profile – Sex by PT/FT

Sex	FT	PT	Grand Total
F	75	74	149
M	50	6	56
Grand Total	**125**	**80**	**205**

1.2.2 Employee Profile – Sex by Payscale

Sex	Teacher Main Scale	Teacher Upper	Lead Practitioner Scale	Leadership Scale	Point/Support	Unqualified Teacher
F	32	41	4	8	64	1
M	16	14	2	9	15	
Grand Total	**48**	**55**	**6**	**17**	**79**	**1**

1.3 Employee Age Profile

1.3.1 – Employee Age Profile

Age Group	Count
18 - 24	11
25 - 34	58
35 – 44	49
45 - 54	55
55 - 64	26
65 +	6
Grand Total	**205**

1.3.2 Employee Age Profile – PT/FT

Age Group	FT	PT	Grand Total
18 - 24	10	1	11
25 - 34	42	16	58
35 - 44	26	23	49
45 - 54	31	24	55
55 - 64	14	12	26
65 +	2	4	6
Grand Total	**125**	**80**	**205**

1.3.3 Employee Age Profile – Payscale

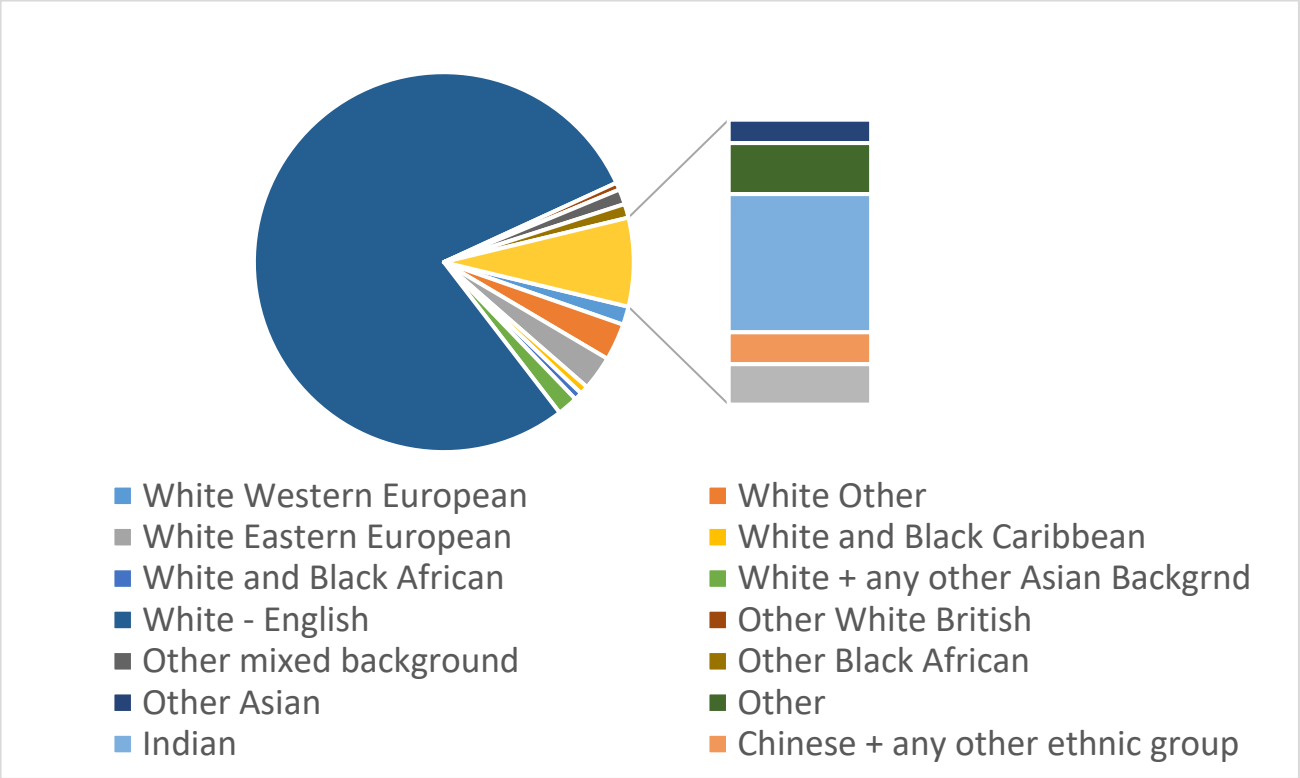
Age Group	Teacher Main Scale	Teacher Upper	Lead Practitioner Scale	Leadership Scale	Point/Support Staff
18 - 24	8				3
25 - 34	34	7	1	2	14
35 - 44	2	19	3	7	14
45 - 54	2	20	2	7	24
55 - 64	2	8		1	15
65 +		1			7
Grand Total	**48**	**55**	**6**	**17**	**79**

2 Student Data – November 2024

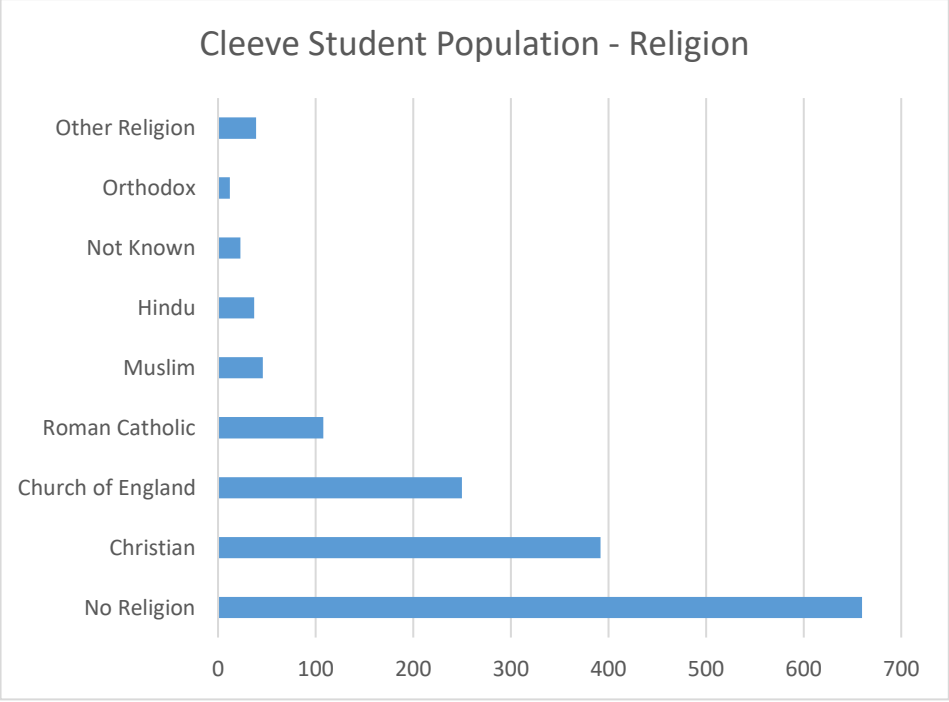
2.1 Student Data – Key Measures broken down by Male/Female

Measure	Male	Female
Profile at end KS4	51.2%	48.8%
Attendance (Average)	93.48%	92.89%
Achievement Points (Average)	128.15	122.9
Behaviour Points (Average)	6.83	3.38
KS4 Progress 8	0.16	0.26
SEN Needs (Count)	204	129
Medical Needs	247	250

2.2 Student Data – Ethnicity (Nov 24)



2.3 Student Data – Religion (Nov 24)



2.4 Student Data – Disability (Dec 2025)

Year Group	EHCP	Additional Support
7	11	57
8	7	47
9	9	43
10	13	28
11	8	21

Appendix 2

Cleeve School Accessibility Plan 2025/26

1. Introduction

This plan sets out the proposal of the Board of Trustees of Cleeve School to increase access to education for any disabled members of the school community in the three areas required Schedule 10 (para 3 (2)) of the Equalities Act 2010:

(a) increasing the extent to which disabled pupils can participate in the school's curriculum,

(b) improving 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

(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

2. Aims

Cleeve School seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. Students with a disability are valued, respected and equal members of the school. The school is committed to supporting students to reach their full potential and enabling them to become confident individuals leading fulfilling lives. The school aims to prepare all students, including those with a disability to make a successful transition into adulthood, whether into higher education, training or employment.

3. Improving the physical environment

Priorities for 2025-2026

i) To address any concerns arising from annual site inspections seeking the views of disabled students and parents;
ii) To ensure that lessons are timetabled in the most appropriate classrooms, with consideration given to individual student needs;
iii) To keep the school site clear of clutter and all physical obstructions;
iv) Personal Evacuation Plans (PEEPs) in place for people with any form of disability, who cannot be adequately protected from the standard Fire Safety Provisions.
v) To ensure staff training is in place to support the needs of the current student body.

4. Improving the delivery of information

Priorities for 2025 - 2026

i) Enable a wide range of communication methods to ensure information is accessible including where appropriate large internal signage, pictorial or symbolic representation as well as large print. To provide worksheets in a format for all students to read easily. To ensure that all teachers access and fully utilise specific information about learners with SEND.
ii) To ensure that exam question papers are enlarged (if student is entitled).
iii) To endeavour to provide other methods of delivery of information for parents if requested.
iv) To invite and support visitors with a disability to participate in and enhance the learning experience of all students.

v) To ensure school has material available to support the learning of students with visual impairment e.g. e-book provision.

5. Facilitating access to the curriculum

Priorities for 2025 - 2026

i) To ensure delivery of the curriculum is differentiated so that all pupils have access to appropriate activities including homework.
ii) To monitor all extra-curricular activities to ensure access to all.
iii) Additional equipment to be provided as reasonable adjustments for individual students e.g. equipment for creating braille and other tactile resources, to ensure full access to the curriculum.
iv) To promote understanding of disability and work to show positive models of people with a disability, and signposting individuals to relevant organisations for further information and support.
v) To encourage students to participate in leadership opportunities.
vi) Ensure the availability of additional adults to support school trips where required.
vii) Risk assessments, as required, to take full account of the needs of all students.
viii) To consult with professionals to ensure the best use of resources and funding.
ix) To identify those students with barriers to learning.
x) To ensure appropriate access arrangements in exams are in place for disabled students.
xi) To ensure training provided for staff to support students with visual and hearing impairments in particular.

6. Monitoring and Evaluation

- The Deputy Head: SEND & Inclusion to monitor progress made in all areas of the strategy and inform the Executive Head of any problems encountered or other issues raised.
- The Deputy Head: SEND & Inclusion will amend the strategy where necessary to address any new factors and advise the appropriate persons to instigate the appropriate action.
- The Deputy Head: *Our People* will amend the strategy with a particular lens on staff accessibility.
- Regular updates and Annual report to the Board of Trustees.

Appendix 3 – Summary of key linked policies

Policy Name	Focus	Location	Linkage with this policy
Admission Policy.	Students	School website	Ensures fair, transparent and non-biased access to the school, promoting equal opportunity for all applicants.
Anti-bullying Policy	Students	School website	Sets out commitment to take preventative measures, as well as steps that will be taken where bullying occurs.
Behaviour for Excellence Policy.	Students	School website	Sets out behaviour expectations on students and includes a requirement that every staff member and student should, in their behaviours, role model tolerance and respect towards all members of our community.
Children with health needs who cannot attend school Policy.	Students	School website	Ensures continuity of learning and support for pupils with medical needs, preventing exclusion due to health circumstances, including consideration of reasonable adjustments.
Complaints Policy.	Parents/Carers and Third Parties	School website	Provides a fair, accessible process for raising concerns, including those relating to discrimination or unfair treatment.
Board of Trustees Code of Conduct	Trustees	School website	States commitment of trustees to act and take decisions impartially, fairly and on merit, without discrimination or bias
Maternity, Paternity, Adoption Leave Policy and other Family Friendly HR policies	Staff	Internal website	Supports gender equality and family-friendly practice, ensuring that all parents and carers are treated fairly.
Recruitment Policy.	Staff/ Applicants	School Website	Ensures unbiased and transparent hiring, supporting a diverse and representative workforce.
SEND Policy, Information Report and Local Offer.	Students	School website	Outlines commitment to SEND code of practice on provision for students, key roles and responsibilities, support that will be provided and monitoring and evaluation.

SEND Information Report	Information available to third parties	School website	Outlines SEND provision for students.
Staff Conduct Policy and Code of Conduct	Staff	Internal website	Outline conduct standards expected of staff and disciplinary procedures.
Teaching and Learning Policy	Students and Staff	School website	Outlines commitment to quality of teaching, inclusion and aiming high for all students, at Cleeve, and commitment to Continuous Professional Development of our staff.