



CLAYESMORE

EQUALITY AND DIVERSITY POLICY

Responsible:	Deputy Head Pastoral
Date reviewed:	January 2025
Review period:	Biennial
Scope:	Whole School
Approval Authority:	SLT
External Release:	Yes

This policy applies throughout the senior and prep schools.

OPENING REMARKS

Clayesmore School is set in the most beautiful of surroundings in North Dorset, at the foot of ancient Hambledon Hill with its Saxon earthworks. The school moved to Iwerne Minster in 1933.

In addition to a considerable majority of students from the United Kingdom, young people come to Clayesmore from many different countries, some as foreign nationals, others as expats or as children from families from HM armed forces.

On an altogether different scale, day children travel in to Iwerne Minster from a surprisingly wide area – Salisbury, Wimborne, Poole, Bournemouth, Ringwood and Dorchester are the furthest points and call upon reserves of patience in our pupils as they journey back and forth using our comprehensive minibus service. Altogether, the Senior School is made up of 191 boarders and a further 176 day pupils. The Prep School comprises 122 pupils, including 38 full-time boarders.

Clayesmore has always been a school that celebrates diversity among its pupils, both in their backgrounds and academic abilities – a characteristic it truly thrives on. The school's ethos is rooted in being a "family school," committed to nurturing the unique gifts of every boy and girl. This ethos is brought to life through the strong relationships fostered between staff and pupils, as well as among the pupils themselves. Being a single-site school further reinforces this sense of community, enabling all the children within a family to attend school together. This arrangement is particularly valuable for families who choose boarding. Not only is it convenient, but it also offers reassurance to parents who may be thousands of miles away, knowing that their children are together, enjoying school life, and benefiting from the support of siblings nearby.

In every sense, Clayesmore seeks to be a welcoming school where each individual, whether pupil or staff member or volunteer, is valued highly. We are committed to providing a warm supportive, secure and nurturing environment and this goes for staff as well as pupils. We deal

with diversity by accommodating individual religious, dietary, language or cultural needs. Staff of all different departments are encouraged to develop their skills and careers and are provided with in-service training that aids and promotes this. As far as teaching and pastoral staff are concerned, excellent induction systems are in place and newly-qualified teachers are able to complete their ECT years at Clayesmore.

We aim to promote equality and we challenge any form of discrimination, including on the grounds of gender, sexuality or race. We recognise that children who are LGBT may be particularly vulnerable to targeting by others and we endeavour to reduce any additional barriers they may face and provide a safe space for them to share their concerns with members of staff. We also seek to remove any barriers to access, participation, progression, attainment and achievement.

In summary, we seek...

- to develop a strong sense of ethical, moral, environmental and social responsibility in Clayesmore students, in the hope that they will go on to become people who will make a positive impact on the lives of others
- to provide the kind of environment in which pupils can thrive and achieve good mental and physical health, safety, enjoyment and achievement, a personal contribution, and economic well-being;
- to provide a learning and living environment in which every young person can feel a sense of belonging and ownership;
- to prepare young people for life in a diverse society.

To achieve these aims we will:

- ensure that the wider school community makes explicit and implicit provision to celebrate diversity;
- review and audit our provision to ensure that all groups are progressing well and that no group is subject to disadvantage;
- have high expectations of behaviour that demonstrates respect for others.

LEADERSHIP, MANAGEMENT AND GOVERNANCE

Clayesmore School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution

RESPONSIBILITIES

GOVERNORS

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- monitor and review the school's policy and its procedures; (see also Access Plan)
- have equal opportunities in staff recruitment, professional development and membership of the governing body;
- provide information in appropriate and accessible formats.

THE HEAD

It is the Head's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff are able to access appropriate and relevant CPD;
- actively challenge and take action in any cases of discriminatory practice;
- ensure that all visitors and contractors are aware of and comply with the schools and diversity policy;
- report to the governors annually.

THE STAFF

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment or bullying;
- deal effectively with all incidents as stated in the
 - **Behaviour and Positive Conduct and Anti-bullying Policies** in Years 9-13
 - **Promoting Positive Behaviour and relationships policy** in Years 3-8
- identify and challenge bias and stereotyping within the school curriculum and within the school's culture;
- promote equality and good relationships and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society.

MONITORING AND REVIEW

This policy will be reviewed every two years.