



# CLAYESMORE

## **EQUALITY AND DIVERSITY POLICY**

Responsible: Deputy Head Pastoral  
Last reviewed: December 2022  
Reviewed: By SLT, Autumn Term  
Review period: Every two years

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 reserve of patience in our pupils as they journey back and forth using our comprehensive minibuss service. Altogether, the Senior School is made up of 188 or so boarders and a further 192 day pupils. The Prep School comprises 163 pupils, including 57 full-time boarders.

Clayesmore has always been a school with a diverse range of pupils and with a wide academic ability range – indeed, it thrives on being such. The ethos of the school is very much to be a “family school” that seeks to “develop the unique gifts of every girl and boy.” The pupils and staff live out this ethos through the fostering of good relationships between staff and pupils and between the pupils themselves, but also by the fact that having a Prep and a Senior School side by side on one site allows all the children of a family to be together at school. This is of great benefit to the children of parents who need to opt for boarding not least from a convenience point of view but also from the fact that even though their parents might be thousands of miles away, the children are together enjoying school life knowing that an older brother or sister isn’t far away.

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** for Senior School
  - **Promoting Positive Behaviour and relationships policy** for Prep School
- 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.