



# The Park School

## Equality Policy

Schools are covered within the Public sector equality duty which came into force in April 2011 and are required to having due regard to achieving the objectives set out in the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

We have considered the ‘General’ and ‘Specific’ duties in promoting equality across the full range of protected characteristics (the categories covered by the act), namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- Age as a relevant characteristic in the role as employers, but not in relations to students

### **Key Points:**

1. The Equality Act provides a single source of discrimination law.
2. Schools cannot lawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation.
3. Protection against discrimination now extended to pregnant students or those undergoing sexual reassignment.
4. Employers can no longer ask health related questions before job offer unless specifically related to an intrinsic function of the work.
5. Positive provision now enables schools to offer specific sessions for students with protected characteristics

6. The act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled students.
7. Acts of Worship should be of a broadly Christian nature
8. All forms of bullying motivated by prejudice are taken seriously and dealt with equally and firmly.

### **The Specific Duties:**

1. Information showing that the school has complied with the general duty

Eliminate conduct that is prohibited by the Act	<p>The school has maintained a racist incidents log for the last 3 years and ensures that it also records other forms of prejudice related bullying. The last Ofsted inspection graded the school as Outstanding in relation to equal opportunities monitoring and provision.</p> <p>Staff training ensures that any incidents of any kind of discriminatory or prejudice related bullying are managed effectively by staff who fully appreciate the value of diversity and the need to promote equal opportunities.</p> <p>The school has a disability access plan in place.</p>
Advance equality of opportunity between people who share a protected characteristic and people who do not share it.	<p>Care, guidance and support is outstanding.</p> <p>There are effective monitoring systems in place tracking student attainment.</p> <p>Our behaviour management and anti-bullying policies and systems have recently been reviewed with parent and student representation. Staff are very experienced in intervening to prevent behavioural or bullying incidents. Students say that they feel safe and their views are listened to.</p> <p>The theme of diversity is taught within our curriculum which includes discrete timetabled multi-cultural lessons.</p> <p>The school regularly promotes diversity themes such as disability awareness. We hold specific events promoting Respect for all and anti-bullying.</p>

Foster good relations across all characteristics: between people who share a protected characteristic and people who don't.	<p>The school has a well established Peer mentoring system supporting younger students. Support staff work with particularly vulnerable students and provide advocacy support.</p> <p>Students are taught to challenge prejudice and discrimination.</p> <p>Student voice is a central aspect of our culture. Students are regularly and actively consulted on a range of issues.</p> <p>The Student Council addresses issues of equality in its meetings.</p> <p>Parents and students participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of charities every year.</p> <p>We aim for quality communication with all our stakeholders and seek to provide access to information in the most suitable format for individuals.</p> <p>Our Student Council is democratically appointed and is reflective of the existing diversity of the school community.</p>
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## 2. Evidence of Equality Analysis Undertaken

Individual or group engaged or consulted	The nature of engagement	Outcome
Behaviour and Anti-bullying	The policy has been reviewed with school council heavily involved in creating a scale of rewards and incentives.	Anti-bullying charter work implemented. Behaviour policy, rewards and incentives to be reviewed annually.
Equal opportunities including Race and Disability Discrimination	Policies reviewed and streamlined.	Now a single equality policy rather than separate documents.
SEN	All students have EHCPs with attention given to minority groupings according to primary need.	Groups and individuals monitored and tracked. We need to consider the implications for Auxiliary Provision.

Safeguarding	A core policy and area of practice closely linked to many others including equal opportunities.	Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality.
Recruitment and selection	Working with Governing Body	New requirements for health related questions noted.
Curriculum	Diversity of the equality act considered in our curriculum reviews.	Lesson observations should consider equality issues.

### 3. Engagement undertaken

<b>Group engaged or consulted with</b>	<b>The nature of engagement</b>	<b>Outcomes from consultation</b>
Staff	Staff are regularly consulted. A culture of openness and shared accountability means all are able to make their contribution to improving student outcomes and well being.	Staff identify training needs.
Governors	Governors regularly review issues pertaining to equality and inclusion.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	Annual questionnaires and meetings with parents on a termly basis.	Parents report satisfaction with the school and the progress of their children.
Students	Students involved in many aspects of decision making. Primarily through Student Council but also on an individual basis, through group consultation and questionnaires.	Students report feeling well looked after in school.

#### 4. Equality Objectives

<b>Characteristic</b>	<b>Objective</b>	<b>Success criteria</b>	<b>Review date</b>	<b>Responsibility</b>
Gender	To identify trends of attainment for sub groups	Girls attainment continue to rise. Girls considering non-stereotypical vocational activities and courses	Sept 2019	Leadership Team
Race	Students gain better awareness of racial diversity through the curriculum	Lesson resources, assemblies etc provide opportunities for students to gain awareness of and learn about racial and cultural diversity other than their own.	Sept 2020	PSHCE/RE coordinator
Religion & Belief	Students gain better awareness of cultural	Lesson resources, assemblies etc provide opportunities for students to gain awareness of and learn about racial and cultural diversity other than their own.	April 2020	PSHCE/RE coordinator
All	Continue to review policies and update in the light of the Equalities Act.	All policies updated and reviewed	Annually	Subject leaders

Disability	Promotion of positive understanding of range of disability	Lesson observations Identify positive examples of disability	April 2019	Leadership team Senco
	To reduce exclusions for students with ADHD/SEMH	Provide relevant training to all staff on continuously updated programmes	On going	
All	Continual relevant training for staff in a range of disabilities and diversity issues	CPD delivered to staff to promote confidence in challenging prejudice and promoting equality	April 2020	Leadership team Senco PSHE/RE coordinator

*September 2018*