



Equality Policy and Objectives

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Policy-Introduction

This policy has been reviewed and some amendments made. This includes amalgamating Equality Objectives and Policy, updating the legal framework and suggested removal of some categories at the end of the document.

Context

The Equality Act 2010 is described on the Home Office website as follows:

“The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act 2010 sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person. The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations ...”

At Park High we welcome all legislation which aims to promote equality of opportunity, however, for the school context we have broadened the scope of our policy, in particular to include social class. The educational disadvantage associated with poverty is recognised in the collection of data relating to underachievement of students entitled to free school meals and additional support provided for those students. Whilst social class does not necessarily determine income, other initiatives have recognised the importance of specific interventions that promote attainment and access to higher education for students from non-professional backgrounds.

1. Legal framework

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

2. Nine Guiding principles

In fulfilling the legal obligations cited above together with promoting broader principles of social justice we are guided by the following:

Principle 1: All learners are of equal value.

We value all learners and potential learners, and their parents and carers, equally

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whether or not they have special educational needs
- whatever their sexual identity

- whatever their income or social class

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, agnosticism, atheism, belief or faith background
- sexual identity
- special educational needs
- social class or income.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- respect for people of all ages
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their age
- whatever their ethnicity, culture, beliefs, national origin or national status
- whatever their gender or sexual identity, and with full respect for legal rights relating to pregnancy and maternity
- whatever their socio-economic background or position within the school
- whatever their trade union affiliation.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- people from different language backgrounds
- girls and boys, women and men
- people with different sexual identities
- people of different social or economic backgrounds

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and, where possible, involve:

- disabled as well as non-disabled people, students with special educational needs
- people from across the age range
- people from a range of ethnic, cultural and religious and non-religious backgrounds
- women and men, girls and boys
- gay people as well as heterosexual, people with different sexual identities
- people from different socio-economic backgrounds.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural, religious and non-religious backgrounds both women and men, girls and boys
- gay, lesbian bisexual and transgender people as well as heterosexual
- people from different socio-economic backgrounds.

Principle 8: We base our educational practices on sound evidence.

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity
- gender
- special educational needs
- economic background *as indicated by entitlement to free school meals*

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender
- special educational needs
- socio-economic background *as indicated by entitlement to free school meals*

At Park High, our Equality Objectives reflect the school's priorities and draw upon available data and multiple forms of other evidence. Careful evaluation, monitoring and feedback is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

1. To promote cultural understanding and awareness of different religious beliefs between different ethnic groups and our school community
2. To promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities and the Park High Promise: Ensuring that students are entitled to:
 - i. *High quality advice regarding careers and future pathways;*
 - ii. *A broad range of experiences beyond the classroom;*
 - iii. *Opportunities to engage with the community within school and beyond*

3. To close gaps in attainment and achievement between pupils and all groups of pupils. This includes (but is not limited to) boys and girls; students eligible to free school meals; pupils with special educational needs and disabilities; looked after children; pupils from different heritage groups.
4. To further improve accessibility across the school for pupils, staff and visitors, including access to specialist teaching areas.
5. To ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. To minimise and address swiftly and appropriately any homophobic, sexist and racist incidents or language used by members of the school community.

3. Application of the Policy

3.1 The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles.

3.2 Ethos and Organisation

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

3.3 Addressing prejudice and prejudice-related bullying; the school is opposed to all forms of prejudice, harassment and bullying including language and actions that incite or reflect:

- prejudice around age
- prejudice around disability or special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudice relating to heritage or language
- prejudices reflecting sexism and homophobia
- prejudice in relation to social class or socio-economic background.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We keep a record of prejudice-related incidents.

3.4 Roles and responsibilities; the governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos classrooms and around the school

- deal with any prejudice-related incidents that may occur
- keep up-to-date with equalities legislation relevant to their work
- model the behaviour expected from the students

Additionally teachers and teaching assistants are expected to:

- plan and deliver lessons that reflect the nine guiding principles above
- promote the achievement of all students in their classes.

3.5 Information and resources; we ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

3.6 Religious observance; we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

3.7 Staff development and training; we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

3.8 Breaches of the policy; breaches of this policy will be dealt with in the same ways that breaches of other school policies.

3.9 Monitoring and review; we collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, national origin and national status, gender and free school meals entitlement.