



PARK SCHOOL

EQUALITY POLICY

Approved by:	Arnet Donkin	Date: 09/2022
	Full Council	
Last reviewed by:	Arnet Donkin	Date: 09/2022
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EQUALITY POLICY

1 INTRODUCTION

- 1.1 The Equality Act 2010 harmonised and streamlined legislation that came before it. The Act refers to protected characteristics: Age (for staff only), Disability , Gender reassignment , Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation.
- 1.2 The Department for Education guidance, [The Equality Act 2010 and Schools](#), outlines how the Equality Act applies to schools.
- 1.3 The Act applies to all schools, including independent schools.
- 1.4 The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil: in relation to admissions, in the way it provides education for pupils, in the way it provides pupils access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.
- 1.5 The “responsible body” at Park School is the Council of Governance (the governors)
- 1.6 The Act deals with the way in which schools treat their pupils and prospective pupils: the relationship between one pupil and another is not within its scope. It does not therefore bear directly on such issues as racist or homophobic bullying by pupils.
- 1.7 However, if a school treats bullying which relates to a protected ground less seriously than other forms of bullying – for example dismissing complaints of homophobic bullying or failing to protect a transgender pupil against bullying by classmates – then it may be guilty of unlawful discrimination.
- 1.8 The school’s liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to “old pupils” communications and activities.

2 AIMS AND OBJECTIVES

- 1.9 At Park School, we do not discriminate against anyone, be they staff, parent or pupil, on the grounds of their ethnicity, religion, attainment, age, disability, gender, sexual orientation or background. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.
- 1.10 We promote the principles of fairness and justice for all through the education that we provide in our school.
- 1.11 We ensure that all pupils have equal access to the full range of educational opportunities provided by our school. Additional support from specialist teachers or support staff is provided where necessary to ensure no child or parents are denied equal access to our school or our curriculum.
- 1.12 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

- 1.13 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 1.14 We challenge stereotyping and prejudice whenever it occurs.
- 1.15 We celebrate the cultural diversity of our school community and the wider community and show respect for all minority groups, and form partnerships with the wider community.
- 1.16 Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all, combating ignorance which can lead to prejudice and stereotyping.
- 1.17 Through attendance monitoring to identify groups vulnerable to under-attainment through poor attendance.

2 RACIAL EQUALITY

- 2.1 It is the right of all our pupils to receive the best education we can provide, with access to all educational activities. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.
- 2.2 We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 2.3 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. In the religious education curriculum, the children study the importance of religious festivals in the major world religions. Should anyone at our school be a victim of racism, we will support that person in overcoming any difficulties they may have.

3 DISABILITY NON-DISCRIMINATION

- 3.1 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with nondisabled children.
- 3.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning.
- 3.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

4 THE ROLE OF COUNCIL

- 4.1 The Council ensures the school complies with all equality and diversity legislation.
- 4.2 The Council has set out its commitment to equal opportunities in this policy statement, and it will continue to ensure that all members of the school community are treated fairly and with equality.
- 4.3 The Council seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The Council take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- 4.4 The Council will make arrangements for disabled pupils.
- 4.5 The Council welcome all applications to join the school, whatever background or disability a child may have.
- 4.6 The Council ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum.

5 THE ROLE OF THE HEADTEACHER

- 5.1 It is the Headteacher's role to implement Park School's Equality Policy and is supported by the council in so doing.
- 5.2 It is the Headteacher's role to ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations.
- 5.3 The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- 5.4 The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the school meeting, where respect for other people is a regular theme, and in displays shown around the school.
- 5.5 The Headteacher treats all incidents of unfair treatment and any racist incidents seriously and investigates all allegations thoroughly.

6 THE ROLE OF THE CLASS TEACHER AND SUPPORT STAFF

- 6.1 The class teacher and support staff ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 6.2 When selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- 6.3 All our teachers and support staff challenge any incidents of prejudice or racism. Any incidents are brought to the attention of the Headteacher, investigated and recorded.

7 MONITORING AND REVIEW

7.1 It is the responsibility of Park School's Council to monitor the effectiveness of this Equality policy.

The council does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.