



PARK GROVE SCHOOL POLICY



Equalities Policy

AIM

The aim of this policy is to ensure that, at Park Grove, everyone is treated equally, regardless of their particular circumstances.

OBJECTIVES

In accordance with the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011, we aim to make sure that no-one experiences less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

STATUTORY CONTEXT

Under the Equality Act 2010 the school has a general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations.

The school also has specific duties to publish information every year about our school population, to explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

GENERAL CONTEXT

Park Grove school is committed to equality. Therefore, in fulfilling the legal obligations above, we are guided by the following principles:

Principle 1

We see all learners and potential learners and their parents and carers as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

Principle 2

We recognise and respect difference.

Treating people equally does not always 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 the kind of barriers and disadvantages which people may face.

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.
- Positive interaction, good relations and dialogue between groups and communities different from other in terms of ethnicity, culture, religious views, 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.

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

Principle 5

We aim to reduce and remove inequalities and barriers that already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

Principle 6

We consult and involve widely.

We will consult and engage widely 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.

Principle 7

We base our practices on sound evidence.

We will maintain and publish information showing our compliance with the public sector equality duty laid out in the Equality Act 2010.

Objectives

We will formulate and publish specific and measurable objectives based on the evidence we have collected. The objectives which we identify take into account national and local priorities and issues as appropriate.

Curriculum

We will keep each curriculum subject or area under review to ensure that teaching and learning reflect the principles set out in the paragraphs above.

Ethos and organisation

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

- Pupil progress, attainment and achievement
- Pupils' personal development, welfare and well being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents and carers
- Working with the wider community

Addressing prejudice and prejudice related bullying

Park Grove school is opposed to all forms of prejudice including:

- Prejudices around disability and special educational needs.
- Prejudices around racism and xenophobia including those that are directed towards religious groups and communities.
- Prejudices around sexism and homophobia.

Guidance is available to staff on how incidents of this nature should be identified, assessed, recorded and dealt with.

Roles and Responsibilities

The Governing body is responsible for ensuring that the school complies with legislation and that this policy is implemented.

The Head teacher 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.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom.
- Deal with any prejudice related incidents that may occur.
- Plan and deliver lessons that reflect the principles above.

Religious observance or beliefs

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

MONITORING & EVALUATION

Monitoring and evaluation are the responsibility of the Head teacher and Senior Leadership team and the Governing body. This will be carried out alongside the ongoing review of the School improvement Plan where the specific equality targets are outlined.

The school will collect and analyse evidence and data on pupils' achievement, attainment, attendance and participation, by gender, race and disability and use this to inform the strategies to raise achievement, attainment, attendance and participation across all groups of children.

When school policies are monitored and reviewed, we will collect and analyse quantitative and qualitative data relating to the impact of the policy and make adjustments as appropriate. We will monitor the steps taken and progress made in achieving our equality objectives.

LINKED POLICIES

All school policies will be drawn up and applied in line with the principles outlined above.

APPROVED BY: Full Governing body

DATE: December 2012

NEXT REVIEW: December 2015