



# **Equality Policy 2022-23**

Parkdale Primary School Equality Policy  
Agreed and Adopted by Governors, February 2023

## GUIDING PRINCIPLES

In fulfilling the legal obligations cited below, we are guided by nine principles:

Principle 1: All learners are of equal value.

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 and gender identity
- ❖ whatever their religious or non-religious affiliation or faith background ❖ whatever their sexual identity / orientation.

Principle 2: We recognise respect and value difference and understand that diversity is a strength.

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, belief or faith background
- ❖ sexual identity.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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

- ❖ We actively promote positive attitudes and mutual respect between groups and communities different from each other. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

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 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

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
- ❖ girls and boys, women and men.

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 involve:

- ❖ disabled people as well as non-disabled people
- ❖ people from a range of ethnic, cultural and religious backgrounds
- ❖ both women and men, and girls and boys.
- ❖ LGBTQ+ Community

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 and religious backgrounds ❖ both women and men, girls and boys
- ❖ LGBTQ+ community.

Principle 8: We base our practices on sound evidence

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

- ❖ disability
- ❖ ethnicity, religion and culture
- ❖ gender.

Principle 9: Objectives

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

- ❖ disability
- ❖ ethnicity, religion and culture
- ❖ gender.

We recognise that the actions resulting from a policy statement such as this is what makes a difference.

Within the framework of the overall school improvement plan and processes of self-evaluation, we set out any specific equality objectives we need to pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

## **School Context**

Parkdale Primary School is situated in the eastern suburbs of Nottingham approximately three miles from the city centre. The school is only a few hundred metres from the border between the City and County. A significant number of our pupils live within the city border. The catchment area comprises of mainly private housing, with some council and housing association homes. The majority of pupils and staff have a white British background, although approximately 1/3 of our pupils are of Asian ethnicity, predominantly Pakistan/Kashmir. We have increasing numbers of pupils from other parts of Europe, with a significant number of children recently arrived from Eastern Europe. Our staff is predominantly female, with 2 male teaching staff among over 30. Currently, our staff are predominantly white-British in ethnicity with four of approaching 50 staff of any other ethnicity. A log of incidents in relation to bullying and discrimination is kept. Where incidents relate to protected characteristics, this is recorded. Incidents are rare, something noted by OfSTED during inspection in November 2022

At Parkdale Primary School we are committed to ensuring this policy is actively implemented and is focussed on achieving positive outcomes.

## **Legal Framework**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

### **The Public Sector Equality Duty or “general duty”**

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

### **Two “specific duties”**

This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty by April 6th 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

### **What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all. This includes the review of resources available to ensure materials reflect both the diversity of the school, local community and wider society as a whole.
- Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. Each subject leader will be kept under review, how their curriculum subject can contribute to, and promote tolerance for equality and diversity in society. Attainment and achievement data will be collected and used to inform planning and provision to support individuals and groups of pupils. Through the monitoring and assessment of all children and provision maps/IEPs specific assessment of pupils with additional needs such as EAL, SEN will consider the effects of cultural bias of the materials used.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

### **Behaviour, Exclusions and Attendance**

The school policies take full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over- representation of different groups and take action promptly to address concerns.

### **Addressing prejudice and prejudice-based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or beliefs
- prejudices around gender and sexual orientation

### **What we are doing to advance equality of opportunity between different groups**

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Our schools have accessibility plans that are renewed every 3 years when a significant change has taken place.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **What we are doing to foster good relations**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity, disability and avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and sympathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we;

- Review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting.
- Secure and analyse responses from staff surveys, staff meetings and training events.
- Review feedback and responses from the children and groups of children from the School Council.
- Ensure that we secure responses and feedback at Governing Body meetings.

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

### **Information and Resources**

Employees should be aware that they can be held personally liable as well as, or instead of, the governing body for any act of unlawful discrimination. Employees who commit serious acts of harassment may also be guilty of a criminal offence.

The school will review annually any data collected in relation to equality and linked to data collated on the profile of pupils on roll; attainment data; attendance data; exclusions data; hate incidents etc. The school will also review on a regular basis the resources used by the children.

### **Staff Development and Training**

All Staff across all sections of the community (teaching, support, mid-days, office staff etc) will have their professional development needs met in relation to this agenda. Annual updates linked to achievement data will address any equality issues and highlight the need for any training required for staff. The SLT will also review any incidents and training needs that might occur. The staff handbook gives advice to new members of staff and any temporary staff employed by the school.

### **Breaches of the Policy**

Acts of discrimination, harassment, bullying or victimisation against employees or parents and their families are disciplinary offences and will be dealt with under the school's disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

## **Monitoring and Evaluation**

This policy will be monitored periodically, jointly by the head teacher and the governing body, to judge its effectiveness and will be updated in accordance with changes in the law. A particular focus will be given during the monitoring of the ethnic and gender composition of the existing workforce and of applicants for jobs (including promotion) and the number of people with disabilities within these groups, and the policy will be reviewed in accordance with the results shown by the monitoring. If changes are required, the school will implement them.