



## **Equality Policy**

**2023-2024**

*The overall objective of Parkhill Junior School's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; promote good relations and positive attitudes between people of diverse backgrounds in all its activities. The principles of this policy apply to all members of the immediate and extended school community.*

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Parkhill Junior School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a 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.

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### **Legislation and guidance**

This policy 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 policy is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. This policy also complies with our funding agreement and articles of association.

### **Roles and responsibilities**

**The governing body will:**

- Ensure that the equality information and objectives, as set out in this statement, are published and communicated throughout the school, including to staff, learners and parents, and that they are reviewed and updated at least annually.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor is *the chair of governors*. In this role they will:

- Meet with the designated member of staff for equality, *Mrs Nicola Tanner*, annually, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure she is familiar with all relevant legislation and the contents of this policy.
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

**The Headteacher will:**

- Promote knowledge and understanding of the equality objectives amongst staff and learner
- Monitor success in achieving the objectives and report back to governors

**The designated member of staff for equality, *Mrs Nicola Tanner*, will:**

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and learners
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

**Eliminating discrimination**

Parkhill Junior School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

**Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. learners with disabilities, or gay learners who are being subjected to homophobic bullying)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all learners to be involved in the full range of school societies)

**In fulfilling this aspect of the duty, the school will:**

- Publish attainment data each academic year showing how learners with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own learners

**Fostering good relations**

Parkhill Junior School fosters good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, learners will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Learners will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of learners within the school. For example, our Parkhill Parliament has representatives from different year groups and is formed of learners from a range of backgrounds. All learners are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when an educational visit or activity is being planned, the school considers whether the visit:

- Cuts across any religious holidays
- Is accessible to learners with disabilities
- Has equivalent facilities for boys and girls

### **Policy Commitments**

#### **Promoting Equality- Curriculum**

We aim to provide all our learners with a culturally diverse curriculum that gives them the opportunity to succeed.

To achieve this we will ensure:

- Planning reflects a commitment to equality in all subject areas and across the Parkhill Junior School Melting Curriculum.
- The curriculum prepares learners for life in a diverse society and uses opportunities to reflect the background and experiences of learners and families of the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;

#### **Promoting Equality: Achievement**

There is a consistently high expectation of all learners regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes

We recognise that:

- Adults in the school are expected to be positive role models in their approach to all issues relating to equality of opportunity;
- *Our Personalisation Team* supports teachers, through targeted interventions, to narrow gaps in achievement;

#### **High Performance Learning for all.**

- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all learners.
- All learners are actively encouraged to be autonomous high performance learners.

#### **Promoting Equality: The Ethos and culture of our school**

- The displays around our school reflect diversity across all aspects of equality and our status as a Rights Respecting School (Gold level)
- Reasonable and sometimes exceptional adjustments are made to ensure access for learners, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);

- Provision is made to cater for the cultural, moral and spiritual needs of all children through assemblies and teaching. Learners' views are actively encouraged and respected. Learners have a developed, sustained and impactful pupil voice; for example, Parkhill Parliament, Rights Respecting Ambassadors, Junior Health and Safety Ambassadors, Lunchtime Quality Team, Junior Travel Ambassadors, Science ambassadors, Art Ambassadors, Sport Ambassadors, MFL Ambassadors, Festivals and Celebration Committee, BSL ambassadors, DT Ambassadors annual learner surveys.

### **Promoting Equality: Recruitment and Professional Development**

- All posts are advertised and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is tracked on equality grounds;
- Equalities policy and practice are items in all staff inductions;
- Where appropriate, all supply staff and contractors are made aware of the Equality Policy and practice;

### **Promoting Equality: Countering and Challenging Harassment and Bullying**

- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and senior staff are responsible for recording and monitoring incidents;
- The school reports to Governors, on a termly basis, the number of prejudice related incidents recorded in the school.
- We ensure all parents/carers are encouraged to participate in the life of the school; see our Home-School Communications Policy and the SDP – 5P.P.
- We maintain good channels of communication, e.g. through our open door policy, annual surveys, to ensure parents' views are captured to inform and improve our school practices.
- Encourage members of the local community to join in school activities and celebrations; eg Generation Celebration, Festival of Light, fayres, fundraising etc..
- A comprehensive 'Welcome Package' is provided to all new parents, by the Headteacher or a senior leader.
- Provide extensive support to parents of vulnerable learners or who may be vulnerable themselves.

### **Responsibility for this Policy**

All members of our school community have a responsibility for promoting equalities.

#### **The Governing Body has responsibility for ensuring that:**

The school complies with all equalities legislation relevant to the school community;

The school's equality policy is maintained and updated regularly; and that examples of actions taken to ensure equality are easily identifiable (these may be included within the School Development Plan, the Self Evaluation Document, the school's Accessibility Plan or may be standalone documents);

The actions, procedures and strategies related to this policy are implemented;

The designated Inclusion Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

#### **The Headteacher and SLMT have responsibility for:**

Providing leadership and vision in respect of equality;

Overseeing the implementation of the Equality Policy;

Co-ordinating the activities related to equality and evaluating impact;

Ensuring that all who enter the school are aware of, and comply with, the equality policy; Ensuring that staff are aware of their responsibilities and are given relevant training and support;

Taking appropriate action in response to any prejudice-related incidents.

**All school staff have responsibility for:**

- The implementation of the Equality Policy.
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up-to-date with equalities legislation.

Parkhill Junior School is committed to ensuring equality of provision throughout the school community. To achieve this, our key priorities 2022 - 2024 are as follows:

- To promote understanding and respect for differences through our Melting Curriculum, Rights Respecting status and High Performance Learning philosophy.
- Achieve greater consistency in the progress of learners with special educational needs and disabilities (SEND).

**This policy is symbiotic with the following policies:**

Accessibility Plan  
Behaviour Policy  
Appraisal and Capability Policy and Procedure  
Safer Recruitment Policy  
School Development Plan (5P.P.)  
SEND Policy  
Staff Code of Conduct  
Teaching and Learning Policy  
Child Protection Policy

**Monitoring, reviewing, assessing impact**

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

**Next review date: September 2024**