

Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.



Through an emphasis on aspiration, confidence, creativity and care, we will nurture achievers who are lifelong ambitious learners: equipped to thrive in a challenging and ever-changing world.

As a values-driven institution, we expect all members of staff to adhere to our values and aim to personify them in their work.

Equality of opportunity at Park permeates all aspects of school life and is the responsibility of every member of the school and wider community. Everyone should feel safe, secure, valued and of equal worth; all should feel able to access everything that the school has to offer regardless of individual differences and needs.

Member of Staff Responsible	Mrs Natasha Ttoffali
Position	Head Teacher
Dated (approved by the Governing Board)	May 2021
Date of next review	Summer 1 2025

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Statement of principles of equality at Park Primary School.

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Our approach to equality is based on the following 7 key principles

1. All pupils, families and staff are of equal value. We see all current and potential pupils, parents and staff 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 and non-religious affiliation or faith background.
- Whatever their sexual orientation.
- Whatever their marital status.
- Whether they are currently pregnant or have recently given birth.
- Whatever their age.

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2. We recognise, respect and value difference.

We take into account differences and strive to remove barriers which people may face in relation to disability, ethnicity, gender, religion, belief or faith and whatever their sexual orientation.

3. We foster positive attitudes and relationships.

We actively promote positive attitudes and mutual respect between groups and communities that are different from each other.

4. We observe good equalities' practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We have the highest expectations of all our children.

We expect that all pupils can progress and achieve.

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6. We consult and involve to ensure views are heard.

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account.

For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, this will be through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups through Google forms.

7. We aim to foster a shared sense of cohesion and belonging.

We want all members of our school community to feel that they are respected and able to fully participate in school life.

The principles outlined above will be applied and reflected in:

The delivery of the school curriculum.

The teaching and learning within the school.

Our practice in relation to pupil progress, attainment and achievement.

Our teaching styles and strategies.

Our policies and practice in relation to admissions and attendance.

Our policies and practice in relation to staff.

Our care, guidance and support to pupils, their families and staff.

Our policies and practice in relation to pupil behaviour, discipline and exclusions.

Our partnership working with parents.

Our contact with the wider school community

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Purpose of the policy statement

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 people or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. Age, marriage and civil partnership are also “protected characteristics” but are not part of the school provision 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

There are two “specific duties”

These require all public organisations, including schools, to:

1. Publish information to show compliance with the Equality Duty
2. Publish equality objectives at least every 4 years which are specific and measurable.

In order to ensure that our work on equality meets the needs of the whole school community, we:

- review relevant feedback from the annual parent questionnaire, parents’ evening, and/or focus meetings
- secure and analyse responses from staff surveys, staff meetings and training events
- review relevant feedback and responses from the children and groups of children, from the school council, PSHE lessons etc
- analyse issues raised in Annual Reviews or reviews of progress on SEND Plans, mentoring and support

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- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing board will:

- Monitor the implementation of the Statement and the objectives to check progress and assess the impact on staff, learners and parents and others.
- Ensure that all governors are aware of their legal responsibilities under equality legislation.
- Approve the equality information to be published annually and the objectives to be published every four years. ● Check the implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic.

The Headteacher will:

- Provide proactive leadership to create a community that recognizes and celebrates difference within a culture of respect and cooperation.
- Ensure staff, pupils, parents and any other interested stakeholders are aware of the Statement and their roles and responsibilities in implementing it.
- Monitor to ensure effective implementation of the Statement and objectives.

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- Provide regular reports for governors on progress and performance.
- Allocate appropriate responsibilities and provide suitable training and development for staff to implement this Statement.

The Leadership team will

- Drive forward implementation of the Statement and action to achieve the objectives.
- Support staff to carry out their role in implementing this Statement. Provide effective leadership on equality issues. ● Respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimization.

All staff will

- Recognise that they have a role and responsibility in their day-to-day work to:
 - Eliminate discrimination, advance equality and foster good relations.
 - Challenge inappropriate language and behaviour.
 - Tackle bias and stereotyping.
 - Respond appropriately to incidents of discrimination and harassment and report these.
 - Respond appropriately to the needs of pupils, parents, staff and others with protected characteristics and encourage pupils to do the same
 - Highlight to the senior leadership team and staff training or development that they require to carry out the above role and responsibilities.

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Action Plan 2021-2022

Addressing the issues surrounding unconscious Bias	Current Situation	Objective	Action	Lead	What success will look like in July 2022?
All	There is much in the media about unconscious bias and the negative effect that it has had on society as a whole - especially for marginalised groups	For each member of the Park community to be made aware of unconscious bias and work towards overcoming it.	There should be a focus on the language we use at all times. A review of the curriculum to ensure that is inclusive - with positive role models. Regular discussions should be had in phase meetings to address any feelings/ perceptions of prejudice that may arise and how we can improve things. Full implementation of the Education4change framework	DHT Phase Leaders Subject Leaders All staff	Staff and children will feel valued, represented and heard. The curriculum will be vibrant, enriched and well balanced. Meaningful conversations will be had that positively affect educational practices.

Raising attainment

Current Situation Objective Action Lead What success will look for **underprivileged groups**

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<p>All</p> <p>Gender Stereotyping</p>	<p>The recent lockdowns and online learning situation have highlighted the stark differences between families within the Park Community. Again, this is being reflected in the media with reports that children from underprivileged backgrounds were more negatively impacted than their more affluent counterparts.</p> <p>Current Situation</p>	<p>To use the data to identify any groups that were adversely affected by the lockdown and take steps to redress the balance.</p> <p>Objective</p>	<p>Use summative and formative assessment for identification. PPMs, targeted interventions, classroom support etc. Parent empowerment workshops for supporting children at home.</p> <p>Action</p>	<p>SLT Subject leads Class teachers LSA's</p> <p>Lead</p>	<p>Children and their families will feel confident in moving forward to the next stage of their education. High expectations that those identified can and will achieve.</p> <p>What success will look like in July 2022?</p>
<p>Gender</p>	<p>Within the media currently there is a great debate about children and gender recognition and gender bias.</p>	<p>To ensure that Park is reflective of its own possible gender bias and approaches to gender identification to ensure we are a fully inclusive school.</p>	<p>Look at our curriculum- do the texts and topics across school reflect different genders fairly? Explore whether there a safe environment for children to express their gender safely?</p>	<p>DHT Subject Leaders Education4change Lead Class Teachers LSA's</p>	<p>Staff will be aware of gender stereotyping and a whole educational approach will have been used to overcome this.</p>

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		For all staff to be aware of gender stereotyping and for staff to show a range of positive gender and non-binary roles.	For staff to be exposed to gender stereotyping training and for a discussion to take place and positive steps to be taken.		
Transgender and non-binary approaches	Current Situation	Objective	Action	Lead	What success will look like in July 2022?

Gender Over the last few months, gender fluidity has been in the headlines and is something which is being discussed nationally. As a school we are inclusive but do not yet have a policy or procedure for supporting such children and staff. To have a clear policy which relates to gender fluidity which would enable us to respond appropriately if and when

required.
To contact HR, educational psychology team and Stonewall to get guidance about policy documentation and school approaches. Involve governors and keep them up to date. Transgender and non-binary Policy to be written.

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SLT GB
A transgender policy to be written and ratified by the governors.