



Park Junior School Equality Policy

Safeguarding Statement

At Park Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Park Junior School. We recognize our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This ethos is created by putting policy into practice by all adults using this and other relevant school policies.

Version Number	Purpose/Change	Author/ Reviewer	Date
01	HT Amendments	RG/SR	Sept 19
02	Ratified by Governors		Sept 19
03			

Incorporating the School's Public-Sector Equality Duty Objectives

Review Date: 2023

1. Introduction

Park Junior School aims to be a happy, safe and welcoming environment where all can achieve success irrespective of age, disability, ethnicity, faith, gender or sexuality. The school is committed to the promotion of equal opportunities for all members of the school community.

2. Aims and Objectives

To create a harmonious, happy school where everyone, both pupils and adults, feel welcomed and valued.

Maintain and promote a working partnership between the school, parents and community, which fosters respect, honesty, truth, co-operation and tolerance.

Help the children understand the world in which they live, have mutual respect for the values of others and work together as a team.

To ensure that everyone, whatever their needs and capabilities, is included and catered for.

To value each individual and recognise and respond to the needs of all children.

3. Equality Definition

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils/ students, parents and school governors.

Relating to the Equality Act (2010) there are nine 'protected characteristics' these are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

Under the general duty schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to:-

Eliminate unlawful discrimination, harassment and victimisation

Advance equality of opportunity between those who have a protected characteristic¹ and those who do not

Foster good relations between those who have protected characteristic and those who do not

4. Diversity Definition

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity, we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Promoting a diversity friendly school culture, we are able to meet our school's aims and objectives more efficiently. Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

5. Purpose and Scope of the Policy

This policy sets out Park Junior School's commitment to promoting equality and diversity. We do this by:

Making appropriate changes to teaching resources.

Accessing Local Authority Services e.g. Ethnic Minority and Traveller Advisory, and ICT workshops.

Supporting children's emotional needs through our Emotional Literacy Support Assistant (ELSA) and Family Support Worker (FSW).

Providing a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination. Monitoring and reviewing of this policy, will take place every 4 years and will be made accessible through the school website or will be made available in an alternative format as requested.

The policy applies to:

Staff

Parents

Pupils (as appropriate)

School Governors

Visitors to the school

Multiagency Professionals

Contractors

6. How we conduct equality impact assessment

The school's self-evaluation process ensures the monitoring of the potential impact of school practice in terms of:

Ethnicity

Religion or belief

Socio-economic background

Gender & gender identity

Disability

Sexual orientation

Age

And other protected characteristics.

We regularly review key policies, functions and procedures relevant to meeting the duties related to the above. The school's self-evaluation process takes into account the views of its stakeholder through a range of mechanisms and procedures. Thoughtful analysis of data at different levels enables the school to respond to the needs of its stakeholders and then impact is measured.

The school uses Insight to track the progress and attainment of children to obtain information on whether our equality policy and practice is effective. We monitor attendance at school and at extra-curricular activities. We monitor the school behaviour and exclusions policy, behaviour and bullying logs, racist and sexist incident logs to ensure that children from minority groups are not unfairly treated. We take into serious consideration any complaints regarding equal opportunity issues from parents/carers, staff and children. We monitor the admissions policy and the staff appointment process, so that no-one applying for a place or a post at this school is discriminated against.

Any Equality objectives identified by this process are included in the School Development Plan as appropriate. Our objectives will: promote equality of opportunity for members of identified groups; eliminate unlawful discrimination, harassment and victimisation; and foster good relations between different groups.

7. Roles and Responsibilities

All members of the school community, governors, staff, pupils, parents, and visitors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination. To promote understanding of this responsibility will:

- Ensure all Stakeholders are made fully aware of our Equality and Diversity Policy and how it affects their work
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training/ development and updates as appropriate
- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school.

In addition, School Governors have responsibility for overseeing, agreeing, monitoring and reviewing of our School's equality objectives, and related activity.

8. Bullying and Diversity Incidents

8.1 Pupils

Park Junior School believes all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents, visitors by pupils, based on their identity (including a perceived characteristic, and by association with a protected characteristic) is unacceptable. Incidents will be logged CPOMS, investigated and appropriate actions taken to prevent future incidents and to support the victim as outlined in the School's Anti-bullying Policy.

8.2 Staff and Governors

Park Junior School view any form of discrimination undertaken by adults as serious acts of misconduct. Any such breaches could result in disciplinary action taken and in the case of harassment, might call for police involvement.

8.3 Complaints

Park Junior School takes seriously all complaints; where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. This procedure will be made accessible through the school website or will be made available in an alternative format as requested.

Complaints should be made to the Head teacher or the Chair of Governors.

9. Public Sector Equality Duty

9.1 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 groups

Specific Duties

This requires all public organisations, including schools to:
Publish information to show compliance with the Equality Duty
Publish Equality objectives at least every 4 years which are specific and measurable.

9.2 Our Equality Objectives

Date set	Aspect	Objective	Measure	Achievement date
Sep 19	Religion	To ensure pupils experience cultures, religions and communities beyond our own by increasing the range of visits and visitors from different religious backgrounds	Pupil voice Records of visits taken	
Sep 19	SEND	To close the attainment gap between children with SEND and other children	Pupil Performance data and SATS results	
Sep 19	Disadvantaged	To close the attainment gap between Disadvantaged children and other non-disadvantaged children	Pupil Performance data and SATS results	
Sep 19	Diversity	Increase EAL parental engagement in school-based activities and knowledge of curriculum	Parent voice & support is clear & evident across the school	
Sep 19	Training	To provide access to Continual Personal Development for all staff.	Records of training completed	
Sep 19	Diversity	Governors will strive to improve the diversity of the Governing Body.	Governor structure	