

Equality and Diversity Policy

Approval Requirements	Non statutory
Approval/Ratification Date	June 2023
Review date	April 2027
Signed – Headteacher	<i>Dhancho.</i>

Aims

At Park Way, our values of **RESPECT, RESPONSIBILITY** and **RESILIENCE** run as an important thread through everything we do.

We will treat everyone fairly. We celebrate the richness of cultures and the uniqueness of humanity and we aim to meet the needs of all stakeholders, both adults and children. This also includes all visitors to our school.

We are committed to:

- Teaching children to be kind, to take responsibility for themselves and to respect others
- tackling discrimination on the grounds of age, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation
- advancing equality of opportunity whilst recognising that equality does not always mean treating everyone the same.
- creating good relations between people
- recognising that unconscious bias exists and countering this wherever possible

Defining Equality and Diversity

Equality is about kindness, fairness and equality of opportunity, and advancing equality of opportunity often involves treating people differently.

Diversity

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. By promoting diversity, we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. We are able to meet our school's aims and objectives more efficiently by actively promoting a diversity friendly approach to everything that we do in school.

The Equality Act 2010

Relating to the Equality Act, 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.

Purpose and Scope of the Policy

This policy sets out our commitment to promoting equality and diversity..

We believe that it is our responsibility to promote equality and diversity beyond the nine characteristics covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

We do this by:

- Encouraging children to talk to their teacher, teaching assistant or a member of the pastoral team
- 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 this policy and reporting annually on progress in the information we publish to evidence how we are meeting the requirement of the public sector equality duty.
- Publishing and reviewing our equality objectives (and reviewing them at least every four years).
- Undertaking other activities and measures as outlined in this policy document, our published information and other relevant documents.

The policy applies to:

- School governors
- Staff
- Parents
- Children (as appropriate)
- Contractors
- Visitors to the school

Roles and Responsibilities

Our Governing Body will ensure that School complies with statutory requirements in respect of this policy and action plan. The Head Teacher is responsible for the implementation and coordination of this policy, and will ensure that staff are aware of their responsibilities; that they are given necessary training and support and report progress to the Governing Body. Our staff will promote an inclusive and collaborative ethos, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equality issues. All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour. We also want to make sure that all visitors to school adhere to our commitment to equality. We are clear about this in our statement on display in the reception area (appendix 1) and we will take direct and immediate action where this does not happen. This action could include, but is not limited to;

- Words of advice and guidance
- Reports to an individual's company or organisation
- Ban from site
- Report to police

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher	As above including: Promoting key messages to staff, parents and children about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head teacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Teaching Staff	<p>Help in delivering the right outcomes for children.</p> <p>Uphold the commitment made to children and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Non-Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders</p> <p>Uphold the commitment made by the head teacher on how children and parents/carers can be expected to be treated</p> <p>Support colleagues within the school community</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents</p>
Parents	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Children	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the head teacher on how children and parents/carers, staff and the wider school community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity.</p>

Equality Objectives

See Equality and Diversity Statement. (Appendix 1)

As a school we are absolutely committed to educating people about equality and diversity. We want to challenge stereotypes and ensure true equality for all. We are not frightened to acknowledge and talk about differences and to celebrate diversity.

Breaches of Policy

We view any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy will be investigated by the Headteacher initially. This may lead to disciplinary or other appropriate action being taken.

Monitoring and review

We understand our specific duties under the Equality Act to publish information about the diversity of our school community and the work we are doing to promote equality. This policy can be found on our school website and will be reviewed frequently in line with current guidance and legislation.

Bullying and Diversity incidents

Children

All children should be safe and feel valued as individuals, whatever characteristics they may have. Bullying and harassment of children, staff, parents, visitors and/or contractors by children on the basis of their identity (including a perceived characteristic, and by association with a protected characteristic) is unacceptable. Incidents will be logged, investigated and appropriate actions taken to prevent future incidents and to support the victim as outlined in the anti-bullying policy.

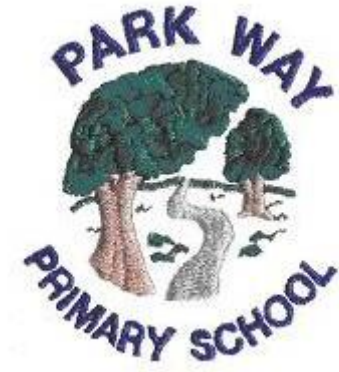
Staff and Governors

The Local Authority and the School view any form of discrimination undertaken by adults as serious acts of misconduct. Staff receive training on unconscious bias and are expected to be aware of this. Any such breaches could result in disciplinary action being taken and in the case of harassment, might call for police involvement.

Diversity Complaints

We take all complaints seriously. Where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. Complaints should be made to the Chair of Governors or Vice Chair. Contact details are available from the school office.

[Home Page | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)



Equality and Diversity Statement

- We are committed to the principles of equality and diversity for ALL adults and children.
- We want to help people to reach their potential.
- We want our curriculum and school services to meet the differing needs of individuals.
- We embrace the relevant legislation and codes of practise and recognise the need to ensure equality for all stakeholders.
- We will achieve this through our role as a community service provider and employer.

Equality Objectives Statement - pupils

Equality objective 1: To accelerate the progress of disadvantaged pupils so that the difference in attainment between disadvantaged pupils and their non-disadvantaged peers is reduced.

Reason for objective:

Our data analysis shows that our disadvantaged pupils often have low starting points on entry to the school. Although they make good progress, this needs to accelerate if their attainment is to match their non-disadvantaged peers. They also have lower parental engagement which, research shows, has a negative impact on academic attainment.

Strategies for successful achievement of this objective:

Ensure that all staff are well trained to deliver in class support effectively and small group interventions.

Ensure that class teachers and our pastoral team communicate explicitly with PP families about events, trips and parent workshops. See Pupil Premium Strategy document on the website.

Equality objective 2: Maintain a high quality learning provision for those pupils for whom English is an additional language (EAL), and embrace diversity and inclusion throughout the school.

Reason for objective:

The percentage of Pupils who join Park Way Primary School in Reception year, for who English is an additional language has steadily increased over the last few years. Additionally, we are receiving many more pupils into other year groups who have little or no English on arrival. This means that communication and understanding of school expectations can be challenging. There are also cultural differences which need to be acknowledged because it is important for all pupils and their families, to feel recognised and included within our community.

Strategies for successful achievement of this objective:

Our PSHE and RE curriculums have been adapted to address this challenging context. We celebrate diversity and the variety of languages spoken within the school through assemblies, displays and wider school events such as Diversity Week in June 2024.

Equality objective 3: Consistently provide high quality SEND provision in the classroom and through additional support to ensure that all SEND pupils can access the learning appropriately.

Reason for objective:

The diversity and complexity of SEND across the school is increasing. These pupils have a range of differing needs and the school have made strong progress towards ensuring that all staff have strategies to enable these pupils to have their needs fully met.

Strategies for successful achievement of this objective:

We provide ongoing staff CPD to meet the needs of all children. Clear, timely and regularly reviewed Personalised Learning Plans for the children with the most severe and complex needs.

Equality objective 4: To develop pedagogy and practice within the school to support the learning and social development of pupils with neurodivergence.

Reason for objective:

The prevalence of neurodivergence within the school community is ever evolving. The PINS project, run by the LA, is an opportunity for Park Way to build upon inclusion for all pupils.

Strategies for successful achievement of this objective:

Ensure that all teaching and support staff fully understand neurodivergence and the strategy and provision needed to meet need. The PINS project, for whole school development, will be implemented from September 2024.

Priority outcome 1: Eliminate racial discrimination, promote equality of opportunity and good relations across different racial groups in school.

	Actions	Impact	Deadline	Lead officer	Indicator of achievement	Comment
1.	Provide an up to date written race equality policy and review on an annual basis.	School staff are aware of the need to tackle discrimination and to promote equality and good race relations in all aspects of school life..	Ongoing	SMT	Staff awareness of principles and how they relate to their job roles	LA guidelines and updates are applied at all times. Advice sought where necessary.
2.	Race equality impact assessment is considered on all new and existing policy, procedures and practices with regard to pupils, staff, parents and governors. Particular emphasis is given to the attainment levels of pupils from different racial groups.	Enables the school to address the needs of diverse groups at risk of disadvantage, promote good relations between diverse communities, and set priorities accordingly. Ensuring that gaps in attainment between different groups of children are eliminated.	(this is likely to be an ongoing)	SMT	Pupil achievement tracked carefully Data analysed and appropriate strategies put in place Exit interviews Recruitment and selection monitoring	Continue to monitor policies, procedures and practices for adverse race impact - take advice from relevant specialists.
3.	Record racist incidents – act to prevent future incidents and report them to the local authority on a regular basis.	Enables the school to tackle racially motivated incidents and bullying between diverse communities, and set priorities accordingly	Review termly	Headteacher	Incidents recorded, investigated in the school and reported to the Authority	Continue to record, report and respond to racist incidents to encourage confidence of all stakeholders that such issues are taken seriously by the school

	Actions	Impact	Deadline	Lead officer	Indicator of achievement	Comment
<p>Priority outcome 2: Promote equality of opportunity between disabled and other people; eliminate discrimination and harassment; promote positive attitudes to disabled people; encourage participation by disabled people in public life; and take steps to meet disabled people's needs, even if this requires more favourable treatment.</p>						
4.	See: Accessibility Plan					
<p>Priority outcome 3: Eliminate unlawful discrimination and harassment on the grounds of sex and promote equality of opportunity between women and men.</p>						
	Actions	Impact	Deadline	Lead officer	Indicator of achievement	Comment
5.	Produce a written gender equality policy and review on regular basis. (Included in Equality Scheme)	Scheme shows how the school intends to fulfil the general and specific gender equality duties.	Review annually	SMT	Equality Scheme in place	
6.	Gender equality impact assessment is considered on all new and existing policy, procedures and practices with regard to pupils, staff, parents and governors. Particular emphasis is given to the attainment and progress of girls and boys.	To enable the school to address the needs of boys and girls and to track potential vulnerable groups at risk of disadvantage.	Tracking 6 weekly through pupil reviews	SMT	Pupil achievement tracked carefully – no identified vulnerable groups and gaps in achievement/ attainment Data analysis produced and reported to governors through HT report.	Continue to monitor policies, procedures and practices for adverse gender impact

