The Parkside School
Equality and Diversity Policy

Approved by:	Mrs C Ellis- Gage Head Teacher	Date: October 2025
Signed:		
Next review due: by:	October 2026 Mrs F Webster-Lee Assistant Head Teacher	

Introduction

Parkside School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 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, extremism 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.

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

1. All learners are 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 nonreligious affiliation or faith background and whatever their sexual orientation.

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

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships.

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

4. **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.

5. We observe good equalities practice for our staff.

We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

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

We expect that all pupils can make good progress and achieve to their highest potential regardless of their academic ability.

7. We work to raise standards for all pupils, but especially for the most vulnerable.

We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of this policy

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 (PSED) 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

This policy describes how Parkside 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.

Equality objectives

1. To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school and wider community.

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote 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 RSHE, RE and citizenship and across the curriculum (including via whole school/themed days)

- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, 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 through curriculum plans and theme days

2. To endeavour to ensure that the staff body and representation of staff in leadership roles and is reflective of the local community and that there is equality of opportunity for all.

- The Head Teacher 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 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 take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school

3. To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free school meals, looked after children and students from different heritage 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 have procedures, working in partnership with parents and carers, to identify children who require additional levels of support

- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps

- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary

4. To further improve accessibility across the school for students, staff and visitors with disabilities.

- 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. We believe that every pupil attending Parkside School has access to the very best provision that is equal to all.

5. To reduce the incidences of the use of homophobic, sexist and racist language by students in school.

- 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 belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum - prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

Other ways we address equality issues:

- We maintain records of all training
- Our monitoring records include evaluations of aspects of Equalities
- We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all of our school policies
- The implications for equalities of new policies and practices are considered before they are introduced
- 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, 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 pupils
- Analyse issues raised in Annual Reviews or reviews of progress

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

Roles and responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this (if necessary).

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys.

Head Teacher and leadership team

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and support staff

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

- We will provide training and guidance on Equalities for all staff new to the school as part of their safeguarding training.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities