

Parkside House School

Equality Statement  
and  
Equal Opportunities Policy

July 2014

Parkside House School welcomes its duties under the Equality Act 2010 to:

Eliminate unlawful discrimination, harassment and victimization and any other conduct prohibited by the Act

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

Foster good relations between persons who share a relevant protected characteristic and those who do not share it

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Therefore Parkside House School will promote the rights of all individuals to respect and equality through its ethos, processes and curriculum. We will, on every occasion, oppose all forms of prejudice and support positive attitudes towards a multi-cultural society.

We recognise that a protected characteristic under the 2010 Act covers the groups listed below:

- Age (for employees not in service provision)
- Disability
- Ethnicity
- Gender
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual identity
- Marriage and Civil Partnership (for employees)

We:

- Believe that all learners are of equal value
- Recognise, welcome and respect diversity
- Foster positive attitudes and relationships and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely about our practice and when making significant change
- Strive to ensure that society will benefit from our work
- Therefore Parkside House School will, through its ethos, processes and curriculum, attempt to ensure that all students and employees overcome challenges, thrive and succeed.

The school will implement national agreements and guidance on equal opportunities, race relations, sex discrimination, equal pay, disability discrimination and child protection.

Parkside House School will publish this statement, equality information and equality objectives as required by the 2010 Act on the school website as soon the new website goes live. (Summer 2014)

#### A. Ethos.

We will strive for the school to:

- 1) Protect and safeguard children
- 2) Be welcoming, secure and comfortable for all members and visitors
- 3) Challenge the notion of fixed abilities and promote the development of the untapped potential of all
- 4) Celebrate the achievement of all students

- 5) Understand the significance of progress from starting points as key performance indicators
- 6) Display the work of students of varying aptitudes and backgrounds
- 7) Promote the equal opportunities policy in assemblies, meetings and displays
- 8) Create a sense of belonging and involvement for all students, parents, adult workers and community partners
- 9) Deploy resources to secure equality of opportunity

## B. Curriculum

- 1) We believe that all students have the potential to achieve highly and learn effectively.

This confidence in the learning capacity of all students will be reflected in curriculum design and delivery.

- 2) The curriculum will be both broad and balanced. A range of core learning will be experienced by all students. Students will also have the opportunity to select some areas of study according to their individual learning needs and interests. In this way students will experience a personalised curriculum.

- 3) The curriculum will, through its range of experiences, promote respect and understanding of diverse and different cultures and religions.

- 4) The Parkside House School curriculum is inclusive. The school will provide support, within the resources that it possesses, to:

- I. Ensure access and achievement in core and personalized learning for students who have

Special Educational Needs or find difficulty with certain aspects of their learning programmes.

- II. Provide language development tuition for those students who have English as an Additional Language. These students will access the full school curriculum on a staged basis commensurate with their capacity to learn effectively in English.

- III. Ensure that gifted and talented students are challenged in lessons, experience curriculum enrichment and, like all our students, have their particular attainment monitored on a regular basis.

IV. Support the progress of vulnerable students with cognisance of the particular needs of students who are; looked after, asylum seekers, young carers, from a background of social deprivation.

### C. Challenging prejudice, discrimination and harassment

- 1) Equality issues will be raised in a clear and consistent way with students enabling them to challenge prejudiced attitudes and behaviour
- 2) The pastoral needs of all sections of the school community will be understood and responded to
- 3) Clear procedures will be implemented to deal with racial, sexual or other harassment or bullying
- 4) Incidents will be recorded and monitored in order to ensure and continually improve the effectiveness of action
- 5) These procedures will be informed by and inform school behaviour and anti-bullying policies
- 6) Staff will strive for consistency in handling both the promotion of positive behaviour and responding to abusive behaviour
- 7) Challenging discrimination and harassment will, when appropriate, include sensitive discussing addressing of deep rooted prejudices of perpetrators

### D. Students and parents

The school will strive to:

- 1) develop a strong sense of self -esteem and robust self confidence in all students
- 2) recognise and celebrate the achievement of all students
- 3) promote understanding of value added and positive methods for evaluating achievement

- 4) promote students' and parents' understanding of our equality policies and practices and secure their commitment to them
- 5) Disseminate our equal opportunities philosophy to parents
- 6) Promote parental involvement in their children's education and encourage their regular participation of all parents in celebratory, consultative, information gathering and social events
- 7) Develop and implement a range of methods to gather student and parent opinion and take serious consideration of the trends and ideas expressed

#### E. Staff

- 1) The Head teacher and Deputy Head will promote key messages to staff, parents and pupils about equality, what is expected of them and can be expected from the school
- 2) The Head teacher will ensure that the whole school community receives adequate training to meet the needs of delivering equality
- 3) The school's appointment and human resource procedures will implement all aspects of good practice in equal opportunities and safeguarding
- 4) There will be particular attention paid to ensure that all candidates for positions have equal access to selection criteria and to ensure useful post-hoc feedback for all candidates who desire it
- 5) The Headteacher and governors will monitor the school's current staffing profile with regards to ethnicity, gender and disability
- 6) All staff are expected to demonstrate a commitment to the principles and implementation of the school's equal opportunities policy. This includes a responsibility to record and report prejudice related incidents. This may be probed in the staff selection process

## F. Governors

The governing body.....

- 1) Has overall responsibility for implementation of all policies through the offices of the Head teacher and staff
- 2) Will involve and engage the whole school community in identifying and understanding equality barriers and setting objectives to address these
- 3) Supports and monitors the school's contribution to the development of community cohesion
- 4) Should monitor the diversity of its own composition and consider action to ensure it reflects the diversity of the local community
- 5) Should ensure its involvement in school self- evaluation, the school development plan and vision for the future
- 6) Will ensure its sub committees incorporate equal opportunities priorities into their work
- 7) Should ensure regular liaison between themselves and all groups in the school who are addressing or should address equal opportunities concerns
- 8) Holds responsibility for the school's compliance with the Equality Act 2010 (as it did for the, replaced, Race Relations Act, Sex Discrimination Act and Disability Discrimination Act) and should ensure, through monitoring, that this is the case.





Appendix to Equal Opportunities PolicyAmplification of implementation of equal opportunities policy priorities.

The information in table A documents particular school policies in which detailed information of how particular aspects of the Equal Opportunities policy are implemented. Table B documents, in outline, the well established procedures which give evidence of implementation where this is more appropriate.

Table A

Policy reference	Policy
A1,	Child Protection Policy, Safer Employment Policy
A3, A4, A5, B1	Assessment policy
B2	Child Protection Policy, Behaviour Management policy, Assessment
A6	
B1	Teaching and Learning Policy, Curriculum policy
B2, B3	Curriculum policy
B4 i	SEN policy
B4 iii	Gifted and talented policy
C1, C2, C3, C4, C5, C6	Race Equality Policy, Behaviour Management Policy, Anti- Bullying policy
C7	Teaching and learning policy
D1, D3	Assessment policy, Marking and feedback policy, Teaching and Learning
D4	Curriculum policy, Assembly rota
E3	Safer recruitment policy
E4	Safer recruitment policy

Table B

Policy reference	Implementation procedure
A2	Reception procedure, induction procedure for pupils and staff, Implementation of
A8	Explicit and implicit reference in newsletter, website, celebration events, daily staff
A9	Monitoring by Governors committees to ensure implementation
B 4 ii	Discrete provision and staged integration of students managed by EAL
B 4 iv	Monitoring and intervention by the school's Looked After Children officer
D2	Monitoring of reporting by SLT, consultation day and celebration evening
D5	Explicit and implicit coverage in school newsletter and website challenging of
D6	Monitoring and intervention to secure maximum attendance any consultation and
D7	Regular comprehensive surveys of pupil and parent satisfaction, focus
E1-E2	Use of assemblies, addresses to parents, staff briefing and training, newsletters and
F1	Governors committee and FGB agendas and minutes
F3	Pupils Committee agenda
F4	Governors chairs steering committee terms of reference
F5	Regular FGB and committee monitoring of SEF and SIDP
F6-F8	Monitoring by FGB, Chairs Steering Committee and Sub committees