



# Parkside Primary School

## Equality policy

Reviewed May 2025

## **Equality Policy**

### **Aims**

Parkside Primary School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### **Legislation and guidance**

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives every 4 years which are specific and measurable.

This document is also based on Department for Education (DFE) guidance.

### **Roles and responsibilities**

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

| <b>School Community</b> | <b>Responsibility</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Governing Body          | Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.                                                                                                                                                                                                                                            |
| Head teacher            | As above including:<br>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents: and taking appropriate action in any unlawful discrimination. |
| Senior Management Team  | Supporting the Head as above.<br>Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.                                                                                                                                                                                                                                                                                                    |
| Teaching Staff          | Contributing to ensuring the right outcomes for pupils. Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum. Ensuring own awareness of the responsibility to record and report prejudice related incidents.                                                                                                                                                                                                    |
| Non Teaching Staff      | Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders. Upholding the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated. Supporting colleagues within the school community. Ensuring own awareness of the responsibility to record and report prejudice related incidents.                                                                                                                                  |
| Parents/Carers          | Taking 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. Taking 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.                                                                                                                                                          |
| Pupils                  | Supporting the school to achieve the commitment made to tackling inequality. Upholding the commitment made by the head teacher on                                                                                                                                                                                                                                                                                                                                                                                 |

| School Community        | Responsibility                                                                                                                                                                                                                                                                                                                                      |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | how pupils and parents/carers, staff and the wider school community can be expected to be treated.                                                                                                                                                                                                                                                  |
| Local Community Members | Taking an active part in identifying barriers in the school community and informing the governing body of actions that can be taken to eradicate these. Taking 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 for all. |

### **Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

### **Advancing equality of opportunity:**

- we aim to remove or minimise disadvantages suffered by people due to their protected characteristics;

- taking steps to meet the particular needs of people who have a particular characteristic;
- we aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people;
- we encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low
- publish attainment data each academic year showing how pupils with different characteristics are performing and analyse to determine strengths and areas for development
- make evidence available identifying improvements for specific groups

We will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment and progress
- exclusions
- prejudice related incidents
- participation

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils eligible for Free School Meals (FSM)

Pupils with Special Educational Needs (SEN)

Disadvantaged group

Pupils with English as an Additional Language (EAL)

Young carers

Looked after children

Other vulnerable groups

Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We use evaluation and data collection to inform our decision-making and assess the impact on equality of our decision-making, policies and practices.

We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of pupils at the school.

### **Fostering good relations:**

The schools aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, PSHE, R(HSE), and also activities in other curriculum areas
- holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We will also work with parents to promote knowledge and understanding of different cultures e.g. arranging school community cultural food events

### **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record to show that we have actively considered our equality duties and asked ourselves relevant questions. The record is completed within the risk assessment documents.

### **Our school values and ethos**

Proud to Shine – growing in excellence every day

- Learning and Achieving
- Safe and Happy
- Respectful and Caring
- Motivated and Inspired

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. If incidents occur we address them immediately and report them to the Local Authority once every half term.

### **Responsibility**

We believe that promoting equality is the whole school's responsibility:

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website.**

### **Monitor and Review**

We will review our objectives in relation to any changes in our school profile and at least every four years. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process. These objectives are published on the school's website.

**Links with other policies**

Religious Education policy

Safeguarding and Child Protection policy

PSHE policy

Anti Bullying policy

Accessibility policy

R(HSE)

SEND policy

Maternity policy

Attendance policy

Medical Conditions policy

May 2025

Ratified:

Signed by: .....Chair of Governors