





High Park School
Learning for Life

Equality and Cohesion Policy

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| Approved by Governing Body | Chair of Governor signature:  Date: December 2021 | Principal signature:  Date: December 2021 |
| Policy Review Date | December 2022 | |



Equality and Cohesion Policy

Statement of Intent

At High Park School we recognise that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced on the basis of their race, gender, disability, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

High Park School welcomes and embraces its duties under the new Equality Act (2010). The Equality Act establishes 9 protected characteristics which apply to school.

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual Orientation
- Marriage & civil partnership
- Age

We understand that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality between different groups;
- Foster good relations between different groups; and
- Promote mental health and wellbeing.

Legislation

Primary Legislation - Equality Act 2010

Primary Legislation – Public Sector Equality Duty (PSED) 2011

Primary Legislation - Human Rights Act 1998 (up to date with all changes known to be in force on or before 08 July 2021)

Primary Legislation - Education and Inspections Act 2006

Primary Legislation - United Nations Convention on the Rights of the Child 1989

DfE guidance - Statutory Policies for Schools

Primary Legislation - United Nations Convention on the Rights of People with Disabilities 2006

Secondary legislation - The Special Educational Needs and Disabilities Regulations 2014

Secondary legislation - The Equality Act (Specific Duties) Regulations 2011

Public Sector Equality Duty (2011)

This policy sets out how the school has paid due regard to the need:

- to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act

- to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
 - to foster good relations between persons who share a relevant protected characteristic and persons who do not share it
- Specific Duties under the Public Sector Equality Duty
- to publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
 - to prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims
- This scheme sets out the steps the Governing Body will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

Definition of 'due regard' and how we aim to comply with the principles of the general duty.

1. While making a decision that might affect an equality group, the decision maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated.
2. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community.
3. The duty is continuing, so we will revisit it and bear it in mind constantly. We will keep records to show that the equality duties have been considered on each occasion.

Introduction

At High Park School we value all pupils, parents, staff, governors, external professionals and visitors. We will ensure all pupils have access to an equitable, personalised learning experience of the highest quality in order to enable them to achieve to their highest potential. This policy applies to pupils, staff, governors and visitors.

We are committed to equality of opportunity for all members of the school community and aim to:

- Foster and promote community cohesion at all times incorporating the sense of wider community – a sense of belonging
- value everyone as individuals in their own right
- appreciate and value the diversity of people's backgrounds, circumstances and experiences
- develop all members of our community according to their own individual needs
- enable our pupils to become successful learners, confident individuals, and responsible citizens
- develop the personal, learning and thinking skills (PLTS) of all our pupils
- provide a friendly, positive, safe and secure environment
- develop the knowledge and understanding of the multicultural, multi-faith and multiracial aspects of our society in order to develop community cohesion.
- Provide appropriately similar life experiences for all – taking into account individuals needs
- Social mobility is encouraged and facilitated.

We define 'community' in a number of ways: our School community – the pupils we serve, their families, and our staff members. Our local community – our geographical community of Heaton and then Bradford and the people who live and/or work in our area. The community of Britain and the global community – formed by the European Union (EU) and international links.

This policy is based on the following principles:

Principle 1: All learners (pupils, staff, parents and visitors) are of equal value.

We see all learners and potential learners as of equal value:

- regardless of their ability
- whatever their ethnicity, culture, religious affiliation, gender, social background, national origin or national status.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but will be differentiated, as appropriate, to take account of differences of life-experience, outlook and background. We aim to reduce and/or eliminate the kinds of barriers and disadvantage which people may face, in relation to:

- disability, by making reasonable adjustments
- ethnicity, by making sure that different cultural and social backgrounds and experiences of prejudice are recognised
- gender, ensuring that the different needs and experiences of girls and boys, women and men are recognised.

Principle 3: We will foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and nondisabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, social background, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

Our policies and procedures will benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- regardless of their ability
- whatever their ethnicity, culture, religious affiliation, gender, social background, national origin or national status.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist In addition to avoiding or minimising possible negative impacts, we will take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, social, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult widely

People affected by a policy or activity will be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, social, cultural and religious backgrounds
- both women and men, and girls and boys.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, social, cultural and religious backgrounds
- both women and men, girls and boys.

ACTIONS

We recognise that the actions resulting from a policy are what make a difference –

1. Each year we will draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above.
2. Our current action plan has to be complete and will be set out in Appendix A.

The Curriculum

3. We will keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles above.

Ethos and Organisation

4. We will ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:
 - learners' progress, attainment and assessment
 - learners' personal development, welfare and well-being
 - teaching styles and strategies
 - admissions and attendance ○ staff recruitment, retention and professional development
 - care, guidance and support
 - behaviour, discipline and exclusions
 - working in partnership with parents, carers and guardians
 - working with the wider community.

Addressing Prejudice and Prejudice-Related Bullying

The High Park School is opposed to all forms of prejudice including:

- prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against Travellers, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia.
5. We will provide guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

6. We will report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

Roles, Responsibilities and Related Actions

The Governing Body is responsible for ensuring the school complies with all current equality legislation and making sure that the policies and procedures are followed.

7. The governing body will ensure that High Park School complies with legislation, and that this policy and its related procedures and strategies are implemented.
8. A member of the governing body will have a watching brief regarding the implementation of this policy.
9. An identified member of the governing body will be responsible for promoting community cohesion.

The Principal is responsible for ensuring that the policy is readily available and understood by all governors, staff, pupils, and parents are aware of it and that procedures are followed.

10. The Principal will ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.
11. The Principal will ensure that all staff are aware of their responsibilities and are given appropriate training and support; and will take appropriate action in any cases of unlawful discrimination.
12. A senior member of staff will have day-to-day responsibility for co-ordinating implementation of the policy, monitoring its effectiveness and providing this information to governors.
13. A senior member of staff will make available to all staff and governors a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

All staff are expected to:

- Promote, encourage and adopt an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.
- not discriminate against any member of the school community and treat all other members of the school community fairly (as appropriate. Members of the school community include but are not limited to visitors, supply staff and workers from other settings
- Lead by example

The school's employee's will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

Religious Observance

14. We will respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. Appropriate, discrete provision will be made for staff to pray

Staff Development and Training

15. We will ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Principal and governing body.

Monitoring and evaluation

This policy will be reviewed by the Principal and governing board annually and updated where appropriate – any amendments will be duly communicated to staff members.

We will collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we will collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

We will review good practice by making use of a range of auditing schedules.

This policy is reviewed bi-annually.

Closing statement

High Park prides itself on creating, promoting and embedding an inclusive environment where all members of the community feel valued and respected.

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

Please read alongside our SMSC Policy and our British Values Policy

APPENDICES

Appendix A:

Introduction

We recognise that the public sector equality duty (known as the PSED or the equality duty) has two parts: a general duty, and specific duties.

The general duty has three aims and they are to:

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

The specific duties for schools are to:

1. To publish information to demonstrate how they are complying with the equality duty.
2. To prepare and publish one or more specific and measurable equality objective.

Our aims and objectives are:

High Park School will annually review aims with regard to the protected groups under the Equality Act (race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment).

We provide the highest possible education for all of our students. The ethos of our Academy clearly reflects our commitment to fully including and respecting all members of our Academy community.

We have set ourselves the following objectives for 2021/2022:

- To ensure that staff and governors are aware of current legislation surrounding equality and diversity and understand the Trust's responsibility
- To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our Academy communities.
- To promote mental health awareness and develop appropriate interventions where necessary.
- Actively close gaps in attainment and achievement between students for all groups of students.
- Monitor and address any incidence of the use of homophobic, sexist and racist language in our Academy.
- To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages diversity, tolerance and respect.

General Policy Statement

At High Park School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where pupils develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation re disabilities, race relations and special education needs underpin our policies, which also take into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

| Protected Characteristic | Group | | What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation? | What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not? | What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not? | What action do we need to take – these will form your objectives |
|---|-----------------|--------------|--|--|---|---|
| Race* Disability** Age Religion and Belief | Students | | Equal Opportunities Policy Curriculum Behaviour Policy Comparative attainment data **Therapeutic and medical support | Diversity celebration through the curriculum Formative and Summative assessment *Bilingual support **Therapeutic and medical support | School activities to promote positive attitude to support protected groups including through the application of the curriculum Academy Vision Statement Assessment records/ AFL, parents evening records, parent questionnaire | Curriculum development Celebration of national events Development of pupil voice for all groups |
| Race* Disability** Age Religion and Belief | All | Staff | Equal Opportunities Policy Safer Recruitment & Selection Policy & Paperwork HR data, applicant monitoring HR data Support plans and info on phased returns **Data on staff registered disabled | Fair recruitment processes Positive behaviour Policy HR data, applicant monitoring HR data Support plans and info on phased returns **Data on staff registered disabled Parents' forums and workshops *Bilingual support | Staff Briefings Monitoring of workforce Fair and transparent HR processes, Reasonable adjustments made Parents' forums and workshops | Continue to monitor employment to move towards a greater reflection of school community Ongoing update of policies and good practice |

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|---|-----------------|--------------|--|---|---|---|
| Sex/Sexual Orientation/Gender reassignment | Students | | PSHCE curriculum Behaviour Policy Pupil assessment data Pupil behaviour data | Inclusion Curriculum Behaviour policy Pupil Voice | Curriculum data Attendance data Pupil Voice | Curriculum development Celebration of national events Development of pupil voice for all groups |
| Sex/Sexual Orientation/Gender reassignment | All | Staff | Equal Opportunities Policy HR Data Behaviour Policy | Equal Opportunities Policy HR Data Behaviour Policy | HR policies and procedures Fair and transparent processes Staff Briefings | Update of localised policies |
| Pregnancy and Maternity | All | Staff | Equal Opportunities Policy Recruitment & Selection Procedures HR data on rate of return post maternity leave Risk assessments completed | Compliance with legislation, Maternity entitlements Flexible Working Requests / Adjustments made Risk assessments completed | Celebration of pregnancies and births Paternity leave granted Staff Briefings Risk assessments | Update of localised policies |