



Parkside Community Primary School

Equality Scheme

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1 Vision and Values

At Parkside, we aim to create an environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations and through committed, enthusiastic and effective teaching.

We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

To achieve this we will take account of the following guiding principles:

Principle 1: Everyone is of equal value

We see all learners and potential learners, their parents and carers, and everyone who works at the school as of equal value regardless of :

- their ethnicity, culture, national origin or national status
- their gender and gender identity
- their religious or non-religious affiliation or faith background
- their sexual identity
- whether or not they are disabled

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in particular, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion or belief
- Sexual identity



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- **Principle 3: We 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 non-disabled 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, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual harassment and harassment on the grounds of sexual orientation

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development regardless of :

- their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity
- their ethnicity, culture, religious affiliation, national origin or national status
- whether or not they are disabled

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we 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, cultural and religious backgrounds
- Girls and boys, women and men

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to 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 consult and involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Girls, boys, women and men
- People of all sexual orientations

Principle 7: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the Public Sector Equality Duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 8: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 7) and the engagement in which we have been involved (principle 6). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them



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2: School Context

The characteristics of our school

Parkside Community Primary School is a two form entry school for boys and girls aged 3-11, set in a residential area. It draws children from a wide range of socio-economic and multi-cultural backgrounds.

ALL FIGURES ARE FROM SEPTEMBER 2019 UNLESS STATED

Characteristic	Total	Further information
Number of pupils	280	female – 46.43% female male – 53.57% male
Number of staff	42	39 female – 92.8% female 3 male – 7.2% male
Number of governors	10	4 female – 40 % female 6 male – 60 % male
Pupil mobility	45	16% (2018)
Pupils eligible for PP	107	38.21% of total pupils
Disabled staff	0	0 % of total staff
Disabled pupils	0	0% of total pupils
SEN pupils	52	18.57 % of total pupils
BME staff	8	19% of total staff
BME pupils	153	50.4% of total pupils (July 2019)
EAL pupils	96	34.29% of total pupils (Sep 2019)

3: Legal Background

Parkside is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this 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 persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the Public Sector Equality Duty (PSED) set out in section 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils and staff from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation

At Parkside Community Primary School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of :
 - education, benefits, facilities and services provided;
 - Improving the availability of accessible information to disabled pupils.

Community Cohesion

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

Parkside Community Primary School is committed to taking action on equality and we work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

We are committed to following DfE guidance in providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them;
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping;
- A programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities;
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.



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4: Roles and Responsibilities and Publish Information

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every 12 months, managers and key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors' meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

Commitment to publish information annually and provide access to our equality scheme

Parkside Community Primary School is committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish information annually and copies of this document and any related material will be available on the school website. All enquiries relating to the scheme should be made via the school office.

Commitment to action

Governors will:

- provide leadership and drive for the development and regular review of the school's equality and other policies;
- ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies;
- congratulate examples of good practice from the school and among individual managers, staff and pupils;
- ensure there is a consistent response to incidents, e.g. bullying cases and racist incidents;



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- ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority).

Head teachers and senior staff will:

- initiate and oversee the development and regular review of equality policies and procedures;
- consult pupils, staff and stakeholders in the development and review of the policies;
- ensure the effective communication of the policies to all pupils, staff and stakeholders;
- ensure that all staff are trained as necessary to carry out the policies;
- oversee the effective implementation of the policies;
- hold line managers accountable for effective policy implementation;
- provide appropriate role models for all managers, staff and pupils;
- highlight good practice from departments, individual managers, staff and pupils;
- provide mechanisms for the sharing of good practice;
- ensure a consistent response to incidents, e.g. bullying cases and racist incidents;
- ensure that the school carries out its statutory duties effectively.

All staff, teaching and non-teaching, will:

- contribute to consultations and reviews;
- raise issues with line managers which could contribute to policy review and development;
- maintain awareness of the school's current equality policy and procedures;
- implement the policy as it applies to staff and pupils;
- behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme;
- provide a consistent response to incidents, e.g. bullying cases and racist incidents;
- contribute to the implementation of the school's equality scheme.
- All Pupils/students will:
 - respect everyone in the school;
 - try to be friends with everyone;
 - listen to their teacher and each other.

All Parents/carers will support the school's commitment to equality



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5: Engagement

The interests of all stakeholders of Parkside Community Primary School have been taken into account and incorporated into this scheme in accordance with all statutory duties and legislative requirements.

As part of a continually developing process, the senior leadership team and Governing Body of Parkside Community Primary School encourage its stakeholders to provide input and feedback at any time. We welcome the participation and involvement of people from broad and diverse backgrounds and of different abilities.

In accordance with Parkside Community Primary School's commitment to the ongoing monitoring, development and enactment of this scheme, all comments and suggestions relating to the Equality Scheme will be considered during the annual review of this document, or on an ad hoc basis, whichever is appropriate.

Parents and pupils are asked for their comments through Headteacher newsletters.

Events at school (e.g., assemblies, harvest festival, visitors) and school trips (e.g., to local synagogues and churches) explore different cultures and promote understanding of different religions.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in the published material showing how the duty has been addressed.

Any queries or comments relating to this Scheme should be made via the school office.

6: Using information – Equality Impact Assessment, Data and Other Information

Equality Impact Assessments help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

At the time of review of individual school policies, an assessment will be made of the effectiveness of each policy in relation to equality and diversity, and any improvements or amendments will be made accordingly.

The effectiveness of Parkside Community Primary School's equality and diversity scheme, and any initiatives that arise from it, will be consistently monitored by staff, the senior leadership team and the Governing Body, and the Scheme and resulting actions will be developed accordingly.



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7: Our School's Equality Objectives

Achievements to date:

The school has installed wheel chair access and a disabled toilet and hearing / sound system in classrooms. An examination of equality aspects is incorporated in the rolling review of school policies.

School consults with parents and pupils by sending out questionnaires every 2 years and encourages suggestions and views to be put forward at any time (e.g. suggestions box).

Improved Boy/Girl working together in mixed groups and pairs observed by SLT

More girls take up sport outside the curriculum requirements, particularly sports traditionally associated with boys but recognize the different preferences of girls – evidenced by observations from SLT and parent survey

Increasing range of positive images promoting diversity.

Our equality objective-setting process has involved gathering evidence as follows:

Reference to:

- *ASP - Analyse School Performance*
- *JARV report*
- *Class observations*
- *Pupil and parent surveys*
- *Governor visits*



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