



# Policy and Procedure: Equality Information and Objectives Policy

Written by	Date	Submitted to	Approved by	Renewal date
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Signed: 			Signed: 	

## Our Mission

Green Park aims to provide access to high quality education and learning experiences, both in school and in the community and seeks to maximise each pupil's achievement as part of his or her life-long learning. It is the school's aim to be a centre of Educational Excellence in the heart of the community.

## 1. Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

1.2 Green Park School fully understands 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. A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.

- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above 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;
  - Exclusions; and
  - Prejudice related incidents.

1.4 Our objectives will detail how we will ensure equality is applied to the services 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 also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion (see Community Cohesion Policy).

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.

## **2. The Policy**

Green Park School's Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act.

## **3. Our Ethos**

This is a place where:

- Learning is fun;
- Children are prepared for their future;
- All efforts are acknowledged and celebrated;
- Everyone is valued and respected as an individual;
- We will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- Everyone is encouraged to be part of and contribute to the community; and
- Encourage everyone to make healthy life choices.

## **4. Addressing Prejudice Related Incidents**

The 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 fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## 5. Objectives

5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are the schools current set of overriding objectives

Objective Group	Objective
<b>Pupil Achievement</b>	<ul style="list-style-type: none"> <li>• Ensure all pupils are assessed fairly and progress is monitored and tracked</li> <li>• Under-achievement is identified and appropriate intervention is applied using our Class reporting system based on a termly meeting.</li> <li>• Appropriate and swift interventions are in place to close the gap and outcomes form class or wider school strategies ensure improved outcomes.</li> <li>• All Pupils are able to participate in a full range of extra-curricular opportunities or learning offsite</li> </ul>
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"> <li>• Pupils respect one another.</li> <li>• Pupils feel safe and valued.</li> <li>• Pupils, staff and parents know that misconduct and gross misconduct will be challenged.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• All pupils experience 100% 'good or better' lessons.</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• The staff and governing body reflects the diversity of the school community.</li> <li>• No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.</li> <li>• A nominated member of the Leadership team is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.</li> </ul>

5.2 Green Park School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

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

5.3 The School's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

## 6. Responsibility

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

6.2 How does the school eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and

people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The school does this by measures that include:

- For pupils - Implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- For staff - Implementation of policies on equal opportunities, recruitment and selection, pay and anti harassment policy;
- PSHE, RSE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- Employing specialist staff to support pupils with special needs or disabilities, and implementing the schools disability accessibility plan;
- Monitoring of welfare, with intervention and support where required;
- Taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

School Community	Responsibility
Green Park School and the Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	<p>As above including:</p> <p>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.</p> <p>Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Senior Leadership Team	<p>To support the Headteacher as above.</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Support Staff	<p>Support the School and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Headteacher on how pupils and</p>

	<p>parents/carers can be expected to be treated.</p> <p>Support colleagues within the school community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for School's community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the School's community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the School to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.</p>
Local Community Members	<p>Take 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</p> <p>Take an active role in supporting and challenging the School to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>

## 7. Green Park Schools Equality objectives

7.1 While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives for the period 2019- 2022.



## **ACTION PLAN 2019 - 20122**

**PRIORITY OUTCOME:** During the next three years Green Park School will – Promote equality of opportunity between people with disabilities and other people; eliminate discrimination and harassment; promote positive attitudes to disabled people; encourage participation by people with disabilities in public life and take steps to meet disabled people’s needs, when this requires more favourable treatment.

Objective Group	AIM	ACTION	DEADLINE	LEAD	WORKING WITH	SUCCESS MEASURE
<b>Pupil Achievement</b>	To implement a more effective system for truly celebrating the learning of pupils with disabilities	To implement a new curriculum model in 2018-19. To ensure appropriate assessment system to track pupils learning outcomes in a holistic manner	Sept 2018	Pupil progress leader	All teachers and Senior leadership team	Termly data collections will show that all pupils are on track to achieve end of Key stage outcomes as set in Education Health and Care plans.
	Development of Education, Health and Care plan curriculum model.	Create Curriculum in line with individual needs and therapy programmes	July 2019	Area of Need leaders	All teachers	Embedded PMLD curriculum with appropriate assessment tool.
<b>Behaviour and Safety</b>	To secure quality up to date data to enable the diverse needs of people and children with disabilities to be met	Gather, record and monitor information relating to disabled people (pupils, parents, staff and carers). Routine data collection systems relating to people with disabilities e.g. <ul style="list-style-type: none"> <li>Recruitment process</li> <li>Parent needs (pupil information form)</li> <li>Staff information form</li> <li>IR1 forms for Pupils</li> </ul>	Sept 2018	School Business Manager	Admin team (HR, Site and Safety) Pupil Welfare officer, Assistant Psychologist	Leads to Improve involvement and understanding of the wishes, needs and preferences of people with disabilities at risk of disadvantage
<b>Teaching</b>	To ensure all pupils at GPS have an effective and personalised communication strategy to express their views and opinions.	School to promote and recognise the need to promote literacy and communication skills for all pupils To have more staff as trainers in Makaton, PECS, Intensive Interaction, Tassels. To ensure all staff have regular training and support via CPD and learning walks support	Autumn 2021	Area of Need leaders	All staff	Data collection on <ul style="list-style-type: none"> <li>EHCP outcomes for communication termly, annually and over a Key stage.</li> <li>Speech and language therapy outcomes.</li> <li>Use of Resources for communication aids which may incur a cost;</li> <li>Monitoring of reading diaries.</li> </ul> Provides evidence of improve outcomes for individuals
	To continually seek to improve the facilities for staff, students, parents and visitors.	Ensuring that the recent improvement in the environment of the school is maintained.	Sept 2019 & ongoing	Head	Site and Safety officer, Senior leaders, Charity committee	Physical access continually improved and this leads to improved curriculum opportunities.

**Leadership and Management**

Alternative methods of communication to be used when necessary.	The school will continue to take into account the preferred means of communication for those with whom they are consulting.	Sept 2018 and ongoing	Head	Class teachers and Pupil Welfare officers , Admin team	Different methods of communication used so that all stakeholders understand the information provided by the school; communication working party in collaboration with multi-agencies.
To show how the school is meeting its general duty to promote disability equality across all of its areas of responsibility.	Annually review single equality school.	January 2020	Head and Governors	Senior leaders and Admin team	Equality and Diversity embedded throughout the school, the curriculum and policies
To offer all necessary reasonable adjustments for parents and carers so they can play a part in the school's activities.	Making reasonable adjustments for disabled parents/carers e.g. – communicating with them via the phone providing a signer, putting letters home into Braille/large font/home language, providing wheelchair access.	January 2019	SBM	Admin team and Pupil Welfare officer, Class teachers	Disabled parents and carers are not disadvantaged. Use of interpreter services.
To work towards making Green Park School a place where barriers for disabled staff are eliminated and positive attitudes are promoted. To offer disabled staff the same opportunities for progressions as nondisabled staff.	Review – number of staff with impairments promoted /regarded, Number of staff with impairments who have had disciplinary action, Number of disabled staff taking out a formal grievance/harassment claim, Number of disabled who leave the school including reasons (e.g. redundancy, dismissal, ill-health, retirement), Number of disabled applicants for staff development and current disabled employees undertaking staff development As a result of monitoring take remedial action if necessary.	January 2019	Headteacher and SBM	All staff	Removal of potential barriers for disabled staff – under review
To improve support for existing staff who develop disabilities	Enhance the process for supporting existing members of staff who develop disabilities during their employment. Risk assessments; reasonable adjustments to duties via OH support				Support for staff who develop a disability during employment is available