



# Equality Policy

This policy applies in relation to students at the School.

The School has a separate policy which covers equality for staff.

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<b>Reviewed by:</b>	<b>S.Allen-Moore/N Bowater</b>
<b>Agreed by Governors:</b>	
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## 1. Policy Overview

Stoke Park School is committed to equality of opportunity and access and regards all pupils as having equal worth and importance, for all, regardless of:

- Disability
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age
- Gender reassignment
- Pregnancy and maternity

together, this is known as the “protected characteristics”.

Inclusion, equality and access of opportunity are the core values which underpin all of our activities. We believe that the active promotion of diversity within the overarching equality of opportunity enriches the lives and experiences of all pupils at the school.

## Equality Objectives

1. To narrow the attainment gap, primarily in English and mathematics for socially disadvantaged students, identified as those in receipt of the Pupil Premium so that there is no statistical variation.
2. To narrow the progress and attainment gaps made by students identified as having significant barriers to learning including SEND, PP, CLA and EAL as a result any gap is in line with the national average, with a particular focus on Year 11 and Post 16 who have been significantly affected by the pandemic.
3. To improve attendance and persistent absence rates for all significant groups of students identified as having significant barriers to learning including, SEND, PP, CLA and EAL and as a result, any gap is in line with the national average.
4. To provide equality of opportunity through advice and guidance and the teaching and learning experience within the curriculum to ensure that all students are not restricted in their Key Stage 4 and 5 option choices and beyond.
5. Advance equality of opportunity by ensuring that all members of the school community are aware of the protected characteristics listed in the Equality Act. Leaders can demonstrate there

is no measurable difference in academic outcomes, bias, discrimination, or prejudice in relation to any of these groups within the school.

6. To increase and decisively act upon student voice by ensuring that our student leaders include a fair representation of all students in school, and in this way to foster good relationships between all members of the school community.

**Through PRIDE and Stoke Park School aims to:**

- Deal with all incidents of prejudice, intolerance and/or discrimination
- Meet all our students' needs, encourage them to achieve their full potential, and raise educational standards
- Raise awareness of, and to celebrate, cultural diversity and prepare pupils for a life in a culturally diverse society
- Promote equality of opportunities for all pupils to achieve as highly as possible
- Provide an appropriate learning experience for all pupils, whatever race, ethnicity, culture, gender, religion, sexual orientation, ability or social situation
- Develop a culture which values everybody and provides the opportunity to learn in an environment free of prejudice
- Ensure that all staff educate against any form of prejudice or negative stereotyping and that their conduct with pupils and colleagues reflects this responsibility at all times
- Ensure that students, staff and parents are not adversely affected in any area of the schools activities on grounds of diversity. Take specific action to tackle any differences between sub-groups such as racial groups in their attainment levels and progress, in the use of disciplinary measures against them (such as exclusion), in admissions, or in assessment.
- Create an ethos in which these issues can be discussed openly by the whole school community including parents
- Use opportunities through assemblies to deal with issues of prejudice and the importance of the values of inclusiveness, community, equality, and mutual respect
- Consider the equality implications whenever it is taking significant decisions or developing policy.

## **2. Public Sector Equality Duty**

Stoke Park School fully recognises its public-sector equality duty under section 149 of the Equality Act 2010. The School will, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited under the Equality Act 2010;
- Advance equality of opportunity between people who share a “protected characteristic” (see below) and people who do not share it; and
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.
- The school will keep a written record to show where it has actively considered its equality duties and asked relevant questions.

Stoke Park School also recognises its specific duties to:

- Publish information (which will be updated annually) to demonstrate that it is complying with the public-sector equality; and Prepare and publish equality objectives every four (4) years.
- The school will publish equality information on its website.

Further information on this act is available at

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

## **3. Curriculum**

Equal opportunity through a ‘No barriers’ approach for all is evident in the delivery of:

- The formal curriculum (programme of lessons)
- The informal curriculum (extra-curricular activities)
- The ‘hidden’ curriculum (the ethos of the school, e.g. the quality of personal relationships).
- All students are entitled to equal access to all areas of the curriculum.

- Learning materials will be free from bias and suitably differentiated to enable full access to the curriculum by all students.
- The Year Team Curriculums, which includes Sex and Healthy Relationship Education (SHRE), and other curriculum areas, promote the value of diversity and deal with the problem of prejudice and its effects.
- Staff must remain cognisant of all equal opportunity issues.
- Staff will respond positively to the individual needs of all students.
- Curriculum planning and Schemes of Work will demonstrate strategies, teaching and learning styles and resources which enable all students, regardless of their ability and personal characteristics, to maximise their performance and achievement.

#### **4. The Stoke Park Experience**

We will endeavour to provide a range of activities to meet the needs of all pupils.

All pupils are encouraged to access the full range of extra-curricular events and activities.

Provisions to support participation may need to be agreed e.g. changing facilities.

Specific School Accessibility Plans outline support and provisions made available to all students to enable full engagement with chosen activities.

Where provisions are not explicitly described in the Accessibility Plan school staff invite parents/carers to a meeting to discuss the individual needs of their child and plan to support access and enjoyment of chosen activities.

#### **5. Staff's Role in Equality for Students**

Stoke Park School recognises the need to actively protect and safeguard all children and adults who may be vulnerable because of their disabilities or characteristics. Staff and pupils will work together to eliminate discrimination, harassment and victimization.

Stoke Park School is committed to an equal opportunity recruitment policy and equality for staff is dealt within our safer recruitment practice.

The school will:

- Provide training and support to staff in carrying out their responsibilities under the policy

- Insist that all members of staff challenge inappropriate racial or stereotypical comments both in and out of the classroom
- Regularly examine the content of resources to ensure that negative images are not portrayed
- Use strategies set out in the behaviour and anti-bullying policies for addressing and preventing discrimination
- Deal appropriately with any incidents of discrimination
- Where appropriate, consult with Governors, parents, staff and pupils as regards the likely impact of proposed policies for the promotion of equality.
- Work with agencies and organisations (e.g.. local authority, police, NSPCC) to assist in fostering equality of opportunity through any local or related initiatives.

## 6. Student Conduct

Pupils are encouraged to promote a climate of understanding, tolerance and harmony and report any occurrence of discrimination.

Incidents between students

- Evidence of negative incidents, whether between students; staff or student and staff, will be dealt with immediately and the Behaviour Policy will be applied where applicable
- All incidents and ensuing actions will be recorded in writing
- An immediate report will be made, in writing and as soon as possible, to the appropriate Year Team, Subject leader or a member of the Senior Leadership Team (SLT).
- The perpetrator(s) will be made fully aware of the reasons why such behaviour is unacceptable and given the opportunity to review and modify their inappropriate behaviour as part of a long term strategy.
- The victim(s) will be provided with support (short or long term) and be kept informed of any action being taken on their behalf.

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- The parents or carers of both the perpetrator(s) and victim(s) will be informed of the incident and the action being taken.
- The parents or carers of the perpetrator(s) may be requested to visit the School in order to discuss the incident.

- The parents or carers of the victim(s) will be given the opportunity to visit the school to discuss the incident.
- Year Teams will also decide on any further sanction or support which is needed around each incident.

### **Incidents involving Staff and Students**

Any incidents of inappropriate behaviour or offensive remarks concerning protected characteristics will be recorded in writing, and referred directly to the SLT and usually dealt with by the Head of School. Governors and the Human Resources Lead may be consulted.

### **Incidents concerning Parents or Visitors to the School**

- Whenever possible, staff will challenge any inappropriate behaviour or remarks
- Matters of major concern will be referred directly to a member of the SLT.

## **7. Pregnancy and Maternity**

Any pupil becoming pregnant during their statutory education years will be supported to complete their education:

- A risk assessment will be completed to ensure that all physical access arrangements are in place
- A referral will be made to the school nursing service and the appropriate local service supporting teenage mothers
- A named staff member will be identified to ensure protection of the student's physical, emotional and social needs in the school. The mentor will liaise with home and external agencies (this will usually be the SENCO)
- Staff will work with external agencies to secure an appropriate educational setting for the later weeks of pregnancy and early maternal weeks.

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## **8. Admissions**

Stoke Park School's Admissions Policy complies with the Admissions Code and welcomes a diverse pupil population. This encompasses all abilities, aptitudes, social backgrounds and any



of the protected characteristics apart from age, which is not a protected characteristic that applies to students in schools.

## **9. Uniform**

In implementing its uniform policy, the school has regard to its duty not to discriminate on grounds of the protected characteristics.

The student uniform and staff dress code makes provision for religious diversity. The school will consider written requests from parents for variations in the uniform on religious grounds or on the basis of other protected characteristics. The Head teacher may take expert advice and will normally arrange to meet with the parents to discuss the implications of such a request.

Any complaints regarding the school's decision in this regard should be raised in accordance with the schools complaints policy.

## **10. Ethos**

### Displays

Posters and display materials in corridors and classrooms will, as appropriate, reflect the composition of Stoke Park School.

### Visitors, Parents and Local Community

- Positive role models will be encouraged to actively participate in school life
- Members of the local community will, whenever possible, be involved in the planning and delivery of the curriculum and in extra-curricular activities
- Whenever possible, interpreters will be present at Parents' Evenings and at parental meetings as needed
- Efforts will be made to ensure communications with home are accessible by a parent/carer notwithstanding a protected characteristic they may hold.

### Library

The School Library will reflect the composition of the school and the varying cultures and lifestyles in the world today.

### School Meals

All members of the school community are entitled to a balanced diet.

Students with Care Plans stating special dietary needs will be appropriately catered for where possible.

The school recognises that students of certain faiths will also have specific dietary requirements and the school will act in accordance with its duties under the Equality Act 2010 to provide appropriate meals for such students.

## **Responsibilities**

### The Futures Trust

The Trust is responsible for ensuring that the school complies with legislation and that this policy, and its related procedures and strategies, are implemented. The Trust will monitor and review the working of the policy and procedures by allocation of duties to senior school staff and to the Local School Governors.

### The Head of School

The Head of School is responsible for:

- Making sure the policy is readily available and that the staff, students and their parents and carers know about it
- Making sure the policy and its procedures are followed
- Ensuring that all staff are aware of their responsibilities and are given support when taking appropriate action
- Taking appropriate action in cases of discrimination
- Presenting general reports, statistics and incident reports to the school Governing Body.
- Ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged or vulnerable students.

### Senior Leadership Team (SLT)

It is the responsibility of SLT to ensure that:

- Strategies are implemented to raise performance, aspirations and self-esteem
- Staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students

- They evaluate the impact of additional support on standards achieved.
- It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance.

## **11. Monitoring**

Stoke Park School is committed to:

- Collecting information about students' performance and progress, analysing it and using it to examine trends
- Monitoring intake and analysing it and using it to examine trends
- Since this document informs all development plans, individual teams are responsible for the monitoring process.

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