



# PARK HALL

A C A D E M Y

Name of Policy	<b>Equality Policy</b>
Lead	Dr Lesley Browne
Governor Committee	Teaching & Learning
Governor approved	September 2016
Review Frequency	2 Years
Next review	September 2018

At Park Hall Academy we believe that all students and members of staff should have the opportunity to fulfil their potential. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We believe that a culture which promotes equality will create a positive environment and a shared sense of belonging for everyone. We recognise that equality will only be achieved by the whole Academy community working together – our pupils, staff, governors and parents/carers.

This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our Academy's physical boundaries and within our local, national and global environments. Our Academy embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

### **Context: Park Hall Academy within the wider context**

Park Hall Academy is a popular Academy of approximately 1,152 students, valued by its local community. We admit students from a wide geographical area and from some 36 different primary schools. The preponderance of pupils are white/British but there are also small numbers of students from a wide range of other ethnic groups. The proportion of students with special educational needs and disabilities is above average; their needs are mainly moderate learning and emotional and behavioural. The proportion of students known to be eligible for pupil premium is broadly above average. In January 2016 Park Hall Academy had 39% of students classified as pupil premium and in Jan 2017 it was 38.4%. The national average in 2017 was 28.9%. Of the secondary schools in the North of the Borough of Solihull, Park Hall has the lowest figure based on the 2017 census figures.

At Park Hall Academy we provide each of our students with the opportunity to fulfil their full potential in a caring and supportive environment where high quality teaching and learning can take place ensuring success for all our students.

### **Legal Duties**

Park Hall Academy welcomes its duties under the Equality Act 2010 and our Equality Policy is inclusive of the whole Academy community – students, staff, parents/carers, visitors and partner agencies. The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

### **Statement of Intent**

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. The Equality Act 2010 has brought together all of the current discrimination laws into one and sets out the "protected characteristics" that qualify for protection from discrimination as:

### **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)

### **In advancing equality of opportunity:**

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

In order to meet our general duties, listed above, the law requires us to carry out 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 individual**)
- 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 an Academy. This will include the following functions:

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

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.

The development of this policy has involved the whole of the Academy community. We've involved and listened to what people have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

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

In fulfilling our legal obligations we will:

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- tackle prejudice and promote understanding between people from different groups
- observe good equalities practice, including staff recruitment, retention and development, and procurement
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that the communities within, around and beyond our academy will benefit
- follow guidance from Solihull Children's Services and HR on equality in recruitment, selection and employment
- use the academy's complaints procedure initially to deal with any complaints under the Equality Act 2010, and, for any complaints not resolved internally, use the local authority complaints procedure.

## **MISSION STATEMENT**

**The pursuit of excellence - in all that we do and all that we aim to achieve**

## **AIMS**

The Academy aims:

- to encourage pupils, of all abilities and aptitudes, to develop enquiring minds, the ability to debate and discuss rationally, and to acquire knowledge and understanding;
- to give students the equal opportunity to develop their academic and applied studies, relative talents and leisure interests;
- to encourage parents and the community to be involved with the whole life of the school, fostering an awareness of the school as an integral part of the community;
- to encourage students to appreciate their own worth and culture, as well as that of others from around the world, in order that they reach a better understanding of the world and society;

## **Addressing Prejudice Related Incidents**

This Academy is opposed to all forms of prejudice and we recognise that young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any. We believe that promoting equality is the whole academy's responsibility:

## **Academy Community Responsibility**

### **Governing Body**

To involve and engage the whole Academy community in identifying and understanding equality barriers and in the setting of objectives to address these.

To monitor progress towards achieving equality objectives.

Publish data and publishing equality objectives.

Designate a governor with specific responsibility for the Equality Policy

Ensure that the objectives arising from the policy are part of the Academy Improvement Plan

Support the Headteacher in implementing any actions necessary

Engage with parents and partner agencies about the policy

Evaluate and review the policy annually and the objectives every year.

### **Headteacher**

Support the Governing Body as above.

Promote key messages to staff, parents/carers and students about equality and what is expected of them and can be expected from the Academy in carrying out its day to day duties.

Ensure that the Academy community receives adequate training to meet the need of delivering equality, including student awareness.

Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. Develop partnerships with external agencies regarding the policy so that the Academy's actions are in line with the best advice available.

Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information.

### **Senior Leadership Team and Academy Development Team**

Support the Headteacher as above.

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.

Have responsibility for supporting other staff in implementing this Policy

Provide a lead in the dissemination of information relating to the Policy

With the Headteacher, provide advice/support in dealing with any incidents/issues

Assist in implementing reviews of this policy as detailed in the AIP.

### **Teaching Staff**

Contribute to ensuring the right outcomes for pupils.

Uphold the commitment made to students and parents/carers on how they can be expected to be treated.

Design and deliver an inclusive curriculum.

Ensure own awareness of the responsibility to record and report prejudice related incidents.

### **Non-Teaching Staff**

Support the Academy and the Governing Body in delivering a fair and equitable service to all stakeholders.

Uphold the commitment made by the Headteacher on how students and parents/carers can be expected to be treated.

Support colleagues within the Academy community.

Ensure own awareness of the responsibility to record and report prejudice related incidents.

### **Parents**

Take an active part in identifying barriers for the academy community and in informing the Governing Body of actions that can be taken to eradicate these.

Take an active role in supporting and challenging the Academy to achieve the commitment given to the Academy community in tackling inequality and achieving equality of opportunity for all.

### **Students**

Support the Academy to achieve the commitment made to tackling inequality.

Uphold the commitment made by the Headteacher on how students and parents/carers, staff and the wider Academy community can be expected to be treated.

### **Local Community**

Take an active part in identifying barriers for the Academy community.

### **School Community Responsibility**

To inform the Governing Body of actions that can be taken to eradicate barriers.

Take an active role in supporting and challenging the Academy to achieve the commitment made to the Academy community in tackling inequality and achieving equality of opportunity for all.

### **Our Staff**

We comply fully with legislation which protects our staff (including teachers, support staff and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators. We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our Academy community. We have mechanisms in place to identify areas for development.

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

**Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other Academy policies are dealt with, as determined by the Headteacher and Governing Body.

**Implementation, monitoring and reviewing**

We will review the Equality Policy in accordance with legislative developments and the need for good practice on an annual basis, using consultation processes within the Academy.

The policy was published on the date of publication. It will be actively promoted and disseminated via the Academy website, with parents groups and with the Whole Academy Council

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our academy community with reference to the protected groups.

**Further guidance** for schools, parents and carers on the Equality Act 2010 can be found on <http://www.bury.gov.uk/index.aspx?articleid=4443>