

Parklands High School – An Academy



Single Equalities Policy

Parklands High School

Last Reviewed; March 22

Next Review; March 2026

Version

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1 Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of Parklands High School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Parklands High School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their sex, gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Our Mission Statement is Learn, Respect, Aspire, Achieve which we believe underpins our entire ethos and promotes equality for all stakeholders and visitors.

Statutory requirements

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

- Age (relevant in considering our duties as an employer, but not in relation to pupils)
- Disability
- Gender reassignment
 - Marriage and civil partnership (relevant in considering our duties as an employer only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex; and
- Sexual orientation

The Act introduced a single Public Sector Equality Duty (PESD), sometimes referred to as the general duty. The combined equality duty has 3 main elements and in carrying out our functions we will have due regard to the need to:

- Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Act;
- Advance equality of opportunity between persons who share a 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, which will help us to fulfil our obligations under the general duty require us to:

- Publish information to demonstrate how we are complying with the three elements of the Public Sector Equality Duty (in accordance with the size of our workforce), and
- Prepare and publish specific and measurable equality objectives.

2 School in Context

- Currently there are more boys than girls on the school roll.
- The ethnic make-up of the pupils registered at our school is predominantly White-British, with the following ethnicities represented; any other white background, other ethnic group, white and black Caribbean, Indian, other Asian background, white and black African, black African, other black background, Bangladeshi, Chinese, white and Asian, black Caribbean, any other mixed background, Gypsy, Pakistani, traveller of Irish heritage, and white Irish.
- The linguistic profile of the school by first language is predominantly English with the following languages represented: Arabic, Bengali, Spanish, Urdu, Polish, Romanian, Russian, Chinese, Danish, Ebra, Indonesian/Bahasa Indonesia, Pahari/Himachali (India), Slovak and Turkish.
- There are a varying number of pupils with a known disability currently on roll.
- School is physically accessible and has an up-to-date accessibility plan.
- There are currently 7 children in care.
- 10% of pupils are eligible for free school meals.

3 Ethos and Atmosphere

LEARN RESPECT ASPIRE ACHIEVE

- At Parklands High School, the leadership of the school community will demonstrate mutual respect towards all members of the school community
- There is an openness of atmosphere which welcomes everyone to the school and is underpinned by our mission statement above.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

Community Profile

Compared with the England average, Chorley residents are relatively more affluent, have higher than average levels of education attainment, and experience lower unemployment rates.

The population has a higher age profile amongst those of working age but a lower proportion of people over the age of 60. This reflects the levels of inward migration to the borough which has taken place over the last three decades. People from black and ethnic minority groups account for just over 2 per cent of Chorley's population.

House prices in Chorley are higher than the average for the region as are levels of owner-occupation. Unemployment in the borough, at 1.5 per cent, is almost half the regional rate.

There are, however, areas of deprivation with 18 per cent of wards in the 25 per cent most deprived in England.

Chorley is one of the safest places to live within the region. With the exception of burglary (dwelling), crime is significantly lower than either the regional or national averages.

Most of Chorley falls within the Preston travel to work area. Approximately half the adult working population commutes out of the borough to work. The M6 and M61 motorways pass directly through the borough providing Chorley with access to national transport links.

4 Monitoring and Review

Parklands is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students:

We collect and analyse data for pupils/students by ethnicity, disability and gender. For example, attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment, choice of options selected.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Strategic Leadership Team receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support and intervention as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Parklands High School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

All job applications require the completion of an ethnic monitoring document although this will not form part of the decision making process.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy is the Headteacher and appropriate Governor Committee.

5 Developing Best Practice

Parklands has gained the Lancashire Race Equality Mark, The Inclusion Quality Mark, SSAT, The International Schools Award, SSAT Parental Engagement Quality Standard, SSAT Framework for Exceptional Education. Parklands also has a high quality SMSC programme

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- We place high on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- We provide an environment in which all pupils have equal access to all facilities and resources

- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

We will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable.

Curriculum

At Parklands High School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within Parklands High School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at Parklands High School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes but instead challenges stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity in this respect

Provision for Bi-lingual Pupils

We undertake at Parklands High School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

- Staff take account of sex, gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their sex, disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible and as appropriate
- We encourage the career development and aspirations of all school staff as identified through our appraisal process
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- All employees will be given appropriate access to training for their job and in order to enable them to progress within the school.

Staff Recruitment

We aim to ensure that no job applicant suffers discrimination because of any of the protected characteristics. Our recruitment procedures are reviewed regularly to ensure that individuals are treated on the basis of their relevant skills and abilities. All applicants will be provided with a copy of our [Recruitment Privacy Notice] which sets out how we will gather, process and hold personal data of individuals during the recruitment process. [Our recruitment processes are set out in our Recruitment and Selection Policy].

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in our [School/Academy/Trust], we monitor diversity data as part of the recruitment process and as set out in our Recruitment Privacy Notice and Data Protection Policy.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities

6 Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

7 Review of Progress

Information on the equality duty will be updated annually and the objectives reviewed every 4 years.

8 Equality Objectives

Objective 1

- › To ensure there are no barriers to achievement for disadvantaged pupils.
- › To continue to focus strategies on disadvantaged pupils' achievement and progress, ensuring appropriate support is put into place if/when required. Progress data will be the measurable evidence of success.

Objective 2

- › To ensure that all pupils who should gain English and Maths do so. GCSE data will be the measurable evidence of success.

Objective 3

- To sustain our excellent attendance rates for all groups of pupils, so that they are able to access the entire curriculum.
- Attendance Officer will work with Assistant Headteacher/HAL with responsibility for this; close monitoring of pupils, their attendance, mentoring, intervention plans and support packages will amongst other initiatives assist in improving attendance rates.
- Half-termly attendance rates produced by the Attendance Officer will be evidence of success.

Objective 4

- To promote spiritual, moral, social and cultural development through the teaching of RESPECT, ASPIRE, SECURE, school assemblies, educational visits, external speakers and extra-curricular provision with particular reference to issues of equality and diversity.