



# THE PARK COMMUNITY SCHOOL

## Equality Policy and Accessibility Action Plan 2018-2020



### Policy Update

**Policy Lead Person:** Headteacher/SEND Co-ordinator

**Reviewed/approved by:** Governors' T&L Committee: 30<sup>th</sup> November 2017

**Next Review Date due:** Spring 2020

**The Park Community School  
Equality Policy and Accessibility Action Plan**

- 1. Mission statement**
  - 2. Equality and the law**
  - 3. Equality: Teaching and Learning**
  - 4. Admissions and Exclusions**
  - 5. Equal opportunities for staff**
  - 6. Employer duties**
  - 7. Consultation and involvement**
  - 8. Roles and responsibilities**
  - 9. Review of progress and impact**
- Publishing the plan**
- Appendix 1 Nine protected characteristics**
  - Appendix 2 Tackling discrimination**
  - Appendix 3 Bullying and Prejudice Related Incidents Form**
  - Appendix 4 The Accessibility Action Plan**

### **Mission Statement**

**The primary aim of The Park Community School is to enable all students to take part as fully as possible in every part of school life by developing each student's self-confidence, recognising their strengths and encouraging them to achieve their full potential. Our core values (Community, Honesty, Respect, Resilience, Acceptance, Trust, Responsibility and Aspiration) have been written by students, staff and our community. Our values represent us all. They act as a reminder and guide of how every member of our school will conduct themselves.**

The Park Community School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

### **2. Equality and the Law**

As part of the Equality Act 2010, the Equality Duty defines nine protected characteristics (Appendix 1) and includes two elements: a general duty and a specific duty.

We therefore, as a school, in accordance with the general duty commit to:

- eliminating discrimination, harassment and victimisation;
- advancing equality of opportunity between those with disabilities and the able-bodied;
- fostering good relations between those with disabilities and the able-bodied

Within the bounds of reasonable adjustments and in accordance with the specific duty, we will have due regard for the need to:

- demonstrate how we will meet the general equality duty by publishing equality objectives;
- ensure equality of information on the educational opportunities and achievements of students with disabilities;
- engage with all stakeholders with an interest in policies and practices relating to disability equality;
- assess and review annually, with the Governing Board, the impact of policies and practices related to issues of equality

### **3. Equality: Teaching and Learning**

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

- use contextual data to improve the ways in which we provide support to individuals and groups of students;
- monitor achievement data by ethnicity, gender, disability and action any gaps;
- take account of the achievement of all students when planning for future learning and setting challenging targets;
- ensure equality of access for all students and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents / carers in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students;
- make "reasonable adjustments" to allow fair access for all who express a preference to work in The Park Community School as expected by the Local Authority;
- have due regard for the nine protected characteristics contained within the Equality Act 2010;
- adhere to the Special Educational Needs and Disability Code of Practice 0-25 that took effect from September 1<sup>st</sup> 2014 which governs procedures for children with Education and Health Care Plans

### **4. Admissions and Exclusions**

Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **5. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at The Park Community School

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.

### **6. Employer Duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects outlined in the nine protected characteristics are considered when appointing staff and

particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- monitoring recruitment and retention, including bullying and harassment of staff;
- continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all

## **7. Consultation and Involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, students and parents / carers. We have achieved this by using the following to shape the plan:

- feedback from staff and parent surveys;
- feedback from the school council, PSHEE lessons, whole school surveys and the Park Parent Partnership group;
- feedback from annual Parents' Evenings;
- issues raised in Annual Reviews or reviews of progress in school plan reviews or Early Help reviews;
- discussions with the Advisory Teacher Service, Educational Psychology Service, Integrated Children's Services and PEP (Personal Education Plan) meetings for Children in Care;
- feedback at Governing Board meetings;
- the School Improvement Plan, LSU Mulberry Centre Development Plan and the SEND Department Development Plan

## **8. Roles and Responsibilities**

### **The Role of Governors**

The Governing Board has set out its commitment to equality in this plan and it will continue to do all it can to ensure that the school is fully inclusive to students, and responsive to their needs based on race, gender and disability.

The Governing Board seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the nine protected characteristics.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The Governing Board ensures that no child is discriminated against whilst in our school on account of their race, sex, socio-economic status or disability.

### **The Role of the Headteacher (or Senior Leader responsible for Equalities).**

It is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the Governing Board in doing so.

It is the Headteacher's role to ensure that all staff members are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.

The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The Headteacher promotes the principle of equality when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The Role of all Staff: Teaching and Non-Teaching**

All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenge stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents using the school based Sleuth system. These will be drawn to the attention of the Headteacher as required, and reported to the Devon County Council using their specific reporting procedures.

Teachers will support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents (Appendix 2).

### **9. Review of Progress and Impact**

The Equality Policy has been agreed by our Governing Board. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Accessibility Action Plan annually and review the entire policy and accompanying action plan on a three year cycle.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender, socio-economic status and disability to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

### **Publishing the Accessibility Action Plan**

In order to meet the statutory requirements we will publish information including Equality Objectives on the school website and in the Staff Handbook. We will also raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications, making sure hard copies are available.

Review: Full Action Plan and Policy every three years

**Approved by the Governors' T&L Committee - 30/11/17**

**Review 2020**

## **APPENDIX 1**

### **The Equality Act 2010: Nine Protected Characteristics**

The Equality Act 2010 defines nine protected characteristics to protect against discrimination for people who use services:

**Age** - Where this is referred to it refers to a person belonging to a particular age or a range of ages

**Cohesion** - People from different backgrounds getting on well together (good community relations).

- There is a shared vision and sense of purpose or belonging.
- Diversity is valued.
- Relationships are strong, supportive and sustainable.
- Cohesion is an outcome of equality and inclusion.

**Community** - From the school's perspective, the term "community" has a number of meanings.

**Disability** - A person has a disability if he/she has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

**Diversity** - Recognising that we are all different. Diversity is an outcome of equality and inclusion.

**Equality** - This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs, as some people may need to be treated differently in order to achieve an equal outcome.

**Gender Dysphoria** - Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity.

**Gender reassignment** - The process of transitioning from one gender to another.

**Inclusive** - Making sure everyone can participate, whatever their background or circumstances.

**Marriage and Civil Partnership** - Marriage is defined as a "union between a man and a woman". Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated as the same as married couples on a wide range of legal matters.

**Race** - It refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins.

**Religion and belief** - Generally a belief should affect your life choices or the way you live for it to be included in the definition.

**Sexual orientation** - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

**The school community** – The students we serve, their families and the school's staff. The community within which the school is located – in its geographical community, and the people who live and/or work in that area.

**The community of Britain** – all schools by definition are part of it.

**The global community** – formed by European and international links.

## **APPENDIX 2**

### **Tackling Discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff members are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a student's individual circumstances.

Racist, homophobic and transphobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a Head of House, Senior Leader or Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the local authority as they occur.

#### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

*'any incident which is perceived to be racist by the victim or any other person'.*

#### **Types of discriminatory incidents**

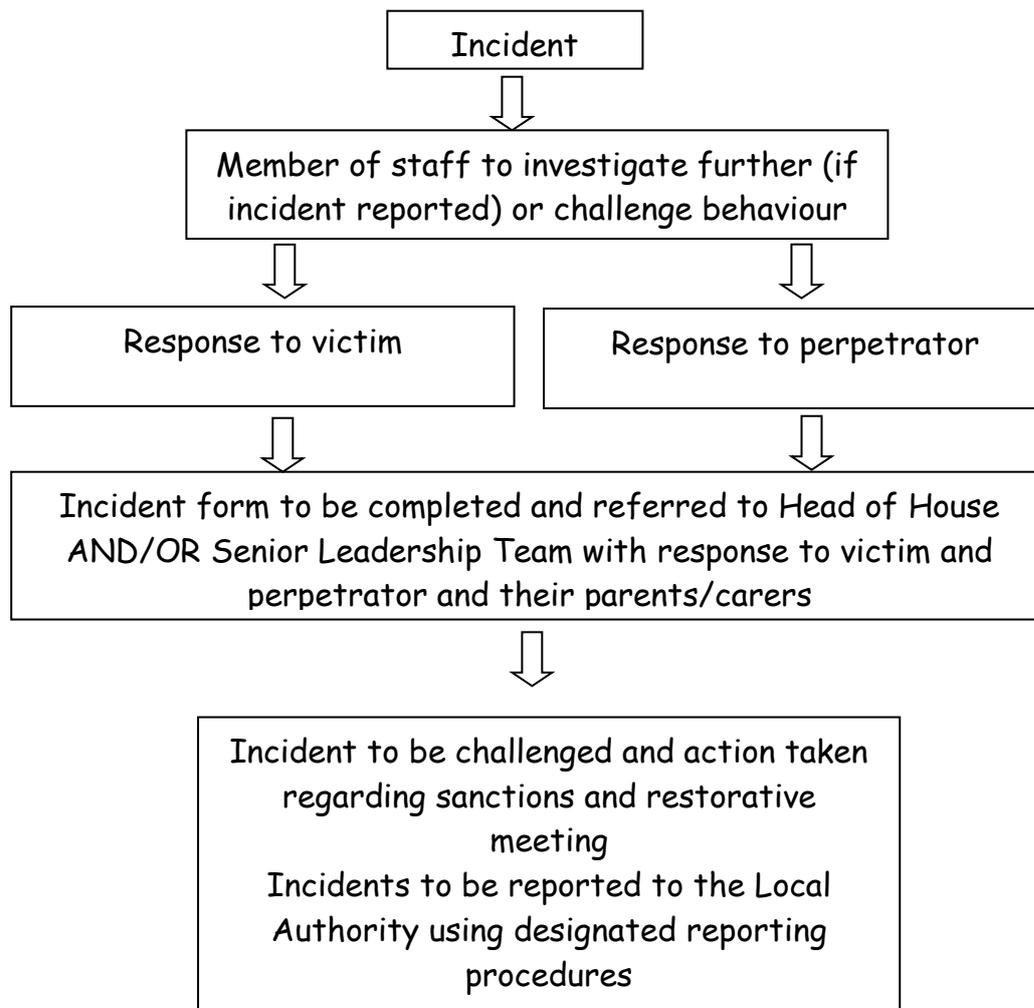
Types of discriminatory incidents that can occur are:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- use of derogatory names, insults and jokes;
- racist, sexist, homophobic or discriminatory graffiti;
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- bringing discriminatory material into school;
- verbal abuse and threats;
- incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- discriminatory comments in the course of discussion;
- attempts to recruit others to discriminatory organisations and groups;
- ridicule of an individual for difference e.g. food, music, religion, dress etc;
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

#### **Responding to and reporting incidents**

It should be clear to students and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

## The Park Community School Reporting Procedure



## Appendix 3 - Equality Policy and Accessibility Action Plan

The duty to report racist incidents and the publication of the Equality Policy is included in the action plan below.

It is essential to cross reference the action plan with actions in other documents, e.g. School Improvement Plan / Inclusion Policy / Special Educational Needs Policy/Supporting Students in School with Medical conditions policy.

DDA regulations are as always accounted for and implemented during building updates and redevelopments. All buildings are regularly risk assessed and actioned accordingly.

| Equality Strand | Equality Objective  | Strategy   | Responsibility  | Time frame   | Success indicators   |
|-----------------|---|--|---|--|--|
| All             | Publish and promote the Equality Policy and Accessibility Action Plan through the school website, newsletter and staff meetings.  | Promote aspects of the policy with staff each year.<br><br>Available on school website.<br><br>Referred to in parent / carer meetings.<br><br>Parent & staff feedback gained.  | SENDCO  | Each year  | Staff are familiar with the principles of the Equality Policy and applying this to their everyday practice both in an academic and pastoral role.<br><br>Parents / carers are made aware of the Equality Policy. |
| All             | Monitor and analyse student achievement by race, gender, disability and eligibility for Student Premium and act on any trends or patterns in the data that require additional support for students. | Attainment data analysed by race, gender and disability and socio-economic status (Student Premium eligibility) according to Fischer Family Trust targets.<br><br>Use of 4Matrix analysis Student Premium Action Plans at least twice each year. | Headteacher / SLT Governing Board<br>Student Premium team of HLTAs<br>SENDCO and LSU Manager. | Annually in September to report to Governors by November<br>Monitor once each half term via reporting systems. | Analysis of teacher assessments / annual data from Raiseonline demonstrates the gap is narrowing for equality groups.  |
| All             | Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.               | Increase in students' participation, confidence and achievement levels.  | PHSEE lead, Deputy Heads of House, assemblies and tutors through active tutorial work.        | Ongoing every half term through twilight meetings.   | Notable increase in participation and confidence of targeted groups.   |

### Appendix 3 - Equality Policy and Accessibility Action Plan

| Equality Strand | Equality Objective   | Strategy   | Responsibility   | Time frame               | Success indicators  |
|-----------------|--|--|--|--------------------------|---|
| Disability      | Ensure that access arrangements for GCSE examinations are applied for online with evidence completed on Form 8 for scribes, readers, extra time, prompts, visual enlargements, bilingual dictionaries and sheltered accommodation.                     | Online applications made by the deadline with informed decisions about appropriateness of applications.  | SENDCO<br>Assistant to SENDCO<br>Exams Officer   | Ongoing                  | All deadlines met<br>All students have access arrangements in place.  |
| All             | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.<br><br>Ensure that materials for students are accessible for all including visual stress & impairment needs, hearing impairment needs etc.  | Increase in student participation, confidence and positive identity – monitor through PSHEE.<br><br>Graduated Response to SEND – universal provision.                              | All staff  | Ongoing                  | More diversity reflected in school displays across all year groups.   |
| All             | Ensure all students are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fundraising etc. joining activities out of school. | School council representation monitored by race, gender, disability.<br><br>Risk assessments completed for activities off site with specialist risk assessments for SEND students. | Assistant Principal (Student Welfare, Behaviour and Safety)<br>SENDCO<br><br>Assistant Principal (Student Welfare, Behaviour and Safety) responsible for off-site activities | Ongoing<br><br>Ongoing   | More diversity in school council membership.<br><br>All students accessing off site activities unless risks are deemed too great by SENDCO/SLT despite 'reasonable adjustments' made. |
| All             | Identify, respond and report bullying and prejudice related incidents on the BPRI Form Local Authority. Restorative practices put in place using the CHALLENGE, REPORT, SUPPORT initiative   | The Headteacher / Governing Board will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a             | Headteacher /Deputy Headteacher (Pastoral)<br>Governing Board  | Reporting: As they occur | Teaching staff are aware of and respond to racist incidents using the challenge, support, report ethos as measured by returns completed   |

### Appendix 3 - Equality Policy and Accessibility Action Plan

| Equality Strand   | Equality Objective  | Strategy  | Responsibility   | Time frame  | Success indicators  |
|-------------------|---|---|--|---|---|
|                   |   | decrease in incidents, can repeat perpetrators be identified, are students and parents satisfied with the response?   |  |   | Consistent nil reporting is challenged by the Governing Board   |
| <i>Disability</i> | <i>Provide more specialist intervention at the point of medical emergency for those with epilepsy, cystic fibrosis and diabetes</i>   | <i>Named medical emergency specialist for those with specified medical issues in the SASC.<br/>First Aid Supervisor with leading role<br/>Epi pen training, asthma and diabetes awareness updates each year for staff</i>   | <i>First Aid staff</i>   | <i>Ongoing</i>                                    | <i>Buccal awareness for epilepsy: All current TAs +School First Aiders</i>  |
| All               | Ensure that Year 6 admissions requests for Year 7 entry are fairly considered in relation to meeting the needs of students with Special Educational Needs and Disabilities. | Attendance at Year 5 and 6 Annual Reviews, Early Help meetings and Primary review meetings.<br>Consultation with the Local Authority SEN 0-25 Team in advance of entry.<br>Observance of safeguarding guidelines, reasonable adjustments and consideration of the education and emotional well - being of other students when considering requests for integration.<br>Extra visits programme in place by June each year for those with SEND. | Deputy Headteacher<br>Pastoral SENDCO<br>Learning Support Unit<br>Mulberry Centre Manager<br>HLTA Transition | Ongoing every year between September and December | Every Year 5 and 6 review attended as requested by Primary schools. Provision in place for every Year 6 student by July of each year. |

### Appendix 3 - Equality Policy and Accessibility Action Plan

| Equality Strand | Equality Objective   | Strategy  | Responsibility               | Time frame                                       | Success indicators                           |
|-----------------|--|---|------------------------------|--|--|
| Accessibility   | To ensure equality of accessibility for both staff and students at the school. | <p>Access adjustments made to the classroom environments / buildings.</p> <p>Installation of the lift to improve accessibility to the English Department.</p> | Facilities Manager<br>SENDCo | <p>Reviewed every term.</p> <p>December 2017</p> | Feedback from students and parents / carers. |

