

NEW PARK SCHOOL – SECONDARY SITE

SINGLE EQUALITY POLICY

FIRST CREATED: SEPTEMBER 2013 – EDITION [1]

NOW INCLUSIVE OF THE FOLLOWING POLICIES

RACE EQUALITY (JUNE 2010)

DISABILITY EQUALITY (JUNE 2010)

EQUALITY AND DIVERSITY (MAY 2011)

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Owner	IAN THOMAS
Signed	
Designation	DEPUTY HEADTEACHER

FOREWORD

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that it is important that equalities, fairness, respect and dignity apply to everyone in our school community.

We are committed to proactively working to address inequalities and this is especially important where our teaching and interventions can benefit children and young people for the The Single Equality Scheme serves a few purposes:-

- It sets out our schools overall commitment to equality, diversity, human rights and community cohesion, which is embedded in all our policies and procedures.
- It aims to ensure that everyone who comes into contact with our school community is valued and respected.
- It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation across all equality groups.
- It sets out our specific school objectives and outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school, that is, pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the scheme also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school an equitable, respectful and fair place, with outcomes that benefit the whole school community.

INTRODUCTION

This Single Equality Scheme sets out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people in our school community, and how well we are doing to attain them. The Equality Act 2010 consolidates and replaces previous discrimination legislation. The Act covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation. These categories are referred to as “protected characteristics”. (The “protected characteristics” of age and marriage and civil partnership apply to schools as employers, but not with regard to the treatment of pupils or prospective pupils).

Previously public sector organisations, including schools, were bound by three sets of duties to promote disability, gender and race equality. In April 2011 these were replaced by a single public sector equality duty (known as the PSED or equality duty). The equality duty has two main parts, the “general” equality duty and “specific duties”.

The general duty requires public sector organisations, including schools, to show how they are meeting the three aims of the general duty by giving ‘due regard’ to (or consciously thinking about) the need to:-

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act

- Advance equality of opportunity, between persons who share a relevant 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

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out, and schools need to comply with these duties and update yearly. These duties are:-

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives.

The Act covers all aspects of school life which are to do with how a school treats its pupils and prospective pupils, their parents and carers; its employees; and members of the local community. The Act makes it unlawful for the responsible body of a school (School Governing Body) to discriminate against, harass or victimise a pupil or potential pupil:-

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

Our equality scheme includes our priorities and actions to comply with the equality duty as well as promoting a culture of human rights, respect and dignity. The duty applies to staff, pupils (existing, prospective and in limited circumstances, former) and people using the services of the school, such as parents and the wider community.

The school will take steps to:-

- Eliminate discrimination and harassment, tackling prejudice
- Avoid and deal with any victimisation that takes place following a complaint relating to equality;
- Have due regard to the promotion of equality and opportunity between all members of the school and wider communities;
- Promote positive attitudes and understanding of the protected groups
- Encourage participation by minority and under-served groups in school life;
- Take steps to take account of people's specific needs even when this requires treating some individuals more favourably than others (especially in the case of disabled people). This includes using positive action measures where needed
- Undertake community impact assessments and develop a Single Equality Scheme and publicise it.

The responsible body for ensuring New Park School meets its Equality Duty is the Governing Body.

SCHOOL CONTEXT

New Park School is a day special school for boys and girls aged 7-16 who have an EHCP for experiencing severe social, emotional and mental health difficulties, mostly associated with other related specific and/or moderate learning and/or communication difficulties. The school occupies two sites, one for primary provision, the other for secondary. The school population is drawn from one of the most deprived LAs in England. At present, approx. 95 boys and girls aged 8-16, have a statement or an EHCP for experiencing severe social, emotional and mental

health difficulties, mostly associated with other related specific and/or moderate learning and/or communication difficulties. The school population is drawn from the 5% of most deprived LAs in England. Approx 13% (12) of all pupils are 'Looked After Children' and/or are living with carers other than parents (7 LAC, 5 living with relatives or adoptive parents). A high proportion of pupils have been involved at various stages of their life in the criminal justice system (at the most recent publication of figures, New Park had 16 students registered, in comparison to the next highest number in the PRU and a local high school being 5). More than a third are on either CP, CIN or TAC. 65% of all pupils have identified mental health needs (i.e. Autistic Spectrum Disorder, ADHD, Conduct Disorder, Oppositional Defiance Disorder, Attachment Disorder etc). More than half of these young people have either refused treatment and/or cases were closed by CAMSH because of 'lack of engagement' (i.e. parents not keeping appointments).

The school's **mission statement** to 'Believe and Succeed' is reflected in the flexible curriculum delivery that allows both staff and pupils to work to their individual strengths. The aim of the school is to help ensure that every child in the LA feels that he or she matters and that every effort is made to support them in achieving their potential. School facilitates the delivery of a 'wrap around care system' in close cooperation with the locality team and the team around the school. Pupils have many opportunities for extra-curricular activities within and outside of the school day. There are 2 class groups at the primary provision, with 8 pupils in each group. At the secondary site there are 8 class groups, with KS3 classes are timetabled on a primary model to increase stability and allow staff to make provision for a full range of learning styles. Learners have access to a number of curriculum enrichment programmes to promote self-esteem, achievement and work related skills, (i.e. outdoor education, drumming lessons, bike work shop, painting and decorating classes, community service options). At KS 4 a similar system is adhered to with the difference of offering pupils more specialist teaching to provide the best possible tuition for a successful completion of the GCSE and other accredited courses. Access to College Link courses, work experience placements, 'Connexions' and a 'mentoring plus' project further facilitate a positive transition to the 16 + education.

Finally, in promoting equality and complying with legislation we apply the principles of relevance and proportionality. We aim to ensure that our actions are **proportionate** to the equality issues within our school and **relevant** to our provision and practice. This means we prioritise those actions that enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes. In doing this we focus on provision and practice that have the greatest effect, or potential effect on different stakeholders. We apply the principle of **anticipatory duty** (we think ahead about how our provision and practice may affect different members of our school, both present and future) in helping us to identify what is relevant. We also anticipate that there will be 'hidden' disabilities and equality issues so we are thorough in identifying factors that lead, or have the potential to lead, to inequality. This may include those experiencing mental health needs, domestic violence, substance abuse, LACs, young carers, We ask whether our provision and practice affect different groups in different ways and try to implement them in ways that promote equality.

SALFORD'S PROFILE

Salford is a growing and increasingly diverse city. In 2010 the Office of National Statistics (ONS) estimated that the population of the city had grown to 228,992, increasing from 217,000 in 2001 and 220,900 in 2006.

Of those 228,992 people:

- 41,563 of these were aged 0 -15 (18.2%)
- 154,061 were of working age 16 -64 (67.3%)
- 33,368 were older people aged 65 and over (14.6%)
- There were 115,953 men (50.6%) and 113,039 women (49.4%)

The population in Salford is projected to increase by 65,000 to a total of 295,200 by 2033. For a city that had previously seen population decline, such current estimates and future projections are a significant indication of the growth and opportunity within Salford. This growth has been driven by a number of factors including a growing number of births, as well as migration into the city. Notably, the largest growth between 2001 and 2010 was in young adults between the ages of 20 -29.

There is limited data on the number of disabled people in Salford, although the 2001 Census indicated that over one in five of the population had a limiting long term illness.

Over 1000 Salford school children or approximately 4.2% have a Statement of Special Educational Needs.

Salford is home to a unique mix of Black and Minority Ethnic (BME) communities. The rapidly expanding Orthodox Jewish community, largely situated in Higher Broughton and Kersal, is now estimated to number in the region of 10,000 people and is the biggest such community outside of London - currently over 1 in 20 Salfordians are Jewish, and the community accounts for around 10% of all young people in the city. Other long standing groups in the city include the Yemeni, Bangladeshi and Pakistani communities in Eccles. Alongside the notable growth in the city's established communities the city's overall ethnic diversity has broadened, with a range of new emerging communities such as Czech and Slovak Roma, Francophone African, and Eritrean. In 2009, 61 different ethnicities were recorded in the Salford School Census, revealing the astonishing diversity in the younger age group

Collectively, the BME component of the City's population is estimated to have increased from 7.4% in 2001 to 13.5% in 2009. This is corroborated by the data from Salford schools' census which shows that while 96.8% of Salford pupils were White British in 2001, this had fallen to 85.5% in 2010.

Over 30 different languages are spoken by pupils in Salford primary schools and approximately 35 different languages are spoken by pupils in Salford secondary schools

Salford's faith communities play a significant role both citywide and in local neighbourhoods. At the last census in 2001 more than 3 out of 4 of Salford citizens stated that they were Christian. In 2001 the Jewish and Muslim faith communities were the second and third largest respectively.

There is a comparative lack of quantitative data on Lesbian, Gay, Bisexual and Transgender (LGB&T) communities in Salford, but recent research has indicated an LGB population in Greater Manchester of 180,500 (approximately 7% of the total) with high concentrations in the area around city centre (including the central Salford electoral wards). Anecdotal evidence suggests a relatively well established community in the Lower Broughton and Pendleton areas close to the University.

In 2010 the national Index of Multiple Deprivation (IMD) ranked Salford the 18th most deprived local authority area in England and the second in Greater Manchester, improving from 15th in 2007 and 12th in 2004. Research for the Child Poverty Needs Assessment (2011)

showed that almost 30% of children in Salford live in workless poverty. More than 6,000 families and over 12,000 children are dependent on out-of-work benefits.

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SPECIFIC EQUALITY AREAS

DISABILITY

What do we mean by Disability Equality?

We recognise that a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Our commitment

New Park School is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their disability.

This Single Equality and Community Cohesion Policy incorporates our commitment and actions on disability equality. It demonstrates our commitment to addressing disability equality in our decision making and the delivery of education.

We are committed to promoting equality of opportunity for disabled pupils, staff and other users of our services so they can have equal access to all our school and its services. This policy is a statement of our commitment and shows clearly how we will work over the next three years to achieve our goal.

We will continue to review our policies, practices and procedures so that they do not adversely affect anyone because of their disability. By also building this into our curriculum, working and procurement processes we will expect others to do the same.

Our achievements

The Achievement of Disabled Pupils

This addressed via Value Added and pupil tracking systems used in the school.

Disability in the Curriculum.

This is addressed through appropriate access arrangements and special consideration re exams and other specialised equipment.

Developing a voice for disabled pupils, staff and parents.

This is achieved through the participation of the School Council, Annual Reviews, regular contact via phone, regular staff supervision, extensive use of intranet, plus the induction packages for new members of staff.

Removing barriers physical, communication and curriculum.

Addressed as a new build PFI and Special School.

Lettings and use by the Community.

Addressed as a new build PFI School. At present the school is not used by the community.

Eliminating harassment and bullying.

New Park School has adopted the relevant LA policies on Harassment and Bullying.

Employing, promoting, and training disabled staff.

The adopted LA Recruitment and Selection Policy offers equal opportunities to all regardless of any disabilities. The school's staff development scheme provides all staff with an opportunity to highlight any future training and development needs.

Monitoring and assessment.

All monitoring and assessment processes are firmly embedded into the everyday life of the school. The school collates a wide range of data and tracking of pupil progress.. The school's Equality Adviser (SENCo) has responsibility for advising and supporting all children who experience significant difficulties identified within this framework.

Governance and relations with parents.

This is addressed in the phone calls, letters and information to parents, termly open mornings, parents evenings etc

Breaks, lunchtime and after school activities and trips.

The pupils are supervised throughout the school day by teaching and regular support staff. The planning of all out of school activities complies with the LA policy.

How the school involves disabled people.

The school actively encourages all disabled young people to have full access to all aspects of school life e.g. representation on the school council, school prefects etc. A wide range of outside agencies are involved on a regular basis to help all pupils develop skills that they need to lead a successful life in society.

Our Aims and objectives

We have identified a number of specific actions designed to promote positive attitudes towards disabled people. We have committed to:

- To be proactive in its approach to disability equality in all of its decisions and activities, always taking due regard of the need to promote disability equality in proportion to its relevance.
- to maximise accessibility to the school's services and activities for all staff and students, and to ensure no one is treated less favourably on the grounds of their disability.
- to develop a culture of inclusion and diversity in which people feel free to disclose a disability, should they wish to do so, and to discuss any reasonable adjustments in order to promote equal participation in the delivery of the schools services and activities.
- To review, monitor and revise, as appropriate, all school systems, procedures, facilities, services and buildings in compliance with the Equality Act.
- To create, maintain and disseminate any information about services, support and facilities available for staff, students, graduates, visitors and prospective staff and students with disabilities.
- To Review marketing and communication to ensure that positive images of disabled people and their abilities are used in our promotional material and publications;

- To review and develop curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils and staff.
- To take account, when appropriate, of any auxiliary aids available for purchase to ensure disabled pupils have fair access to lessons.

GENDER

We recognise that a person's gender refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to boys or girls.

Our commitment

New Park School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their gender.

We recognise that stereotypes exist for both genders and some can lose opportunities because of these stereotypes and welcome the requirements of the Equality Act 2010 with specific provision for Gender Equality and we will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of gender, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

Our achievements

As a special SEMH school, our pupil population is predominantly male. We do have a small number of female pupils – usually around 5 -10 % - and feel it vital that the specific needs of, and opportunities for, this relatively small number of pupils are in no way compromised because of their small number, and that we proactively plan our provision for them based on their gender-defined needs. To this end, we:

- Address gender stereotyping directly across the taught curriculum through PSHE, RE, tutorial sessions, and indirectly through the ongoing development of an equality and anti-discrimination culture.
- Address gender stereotyping in subject choices, careers advice and work related learning through our CEIAG curriculum
- The school offers girl only PE sessions and single-sex changing and toileting facilities.
- The school has striven hard to remove barriers: physical, curriculum, information/communication etc (perceived or real) which impact on one gender group more than another.
- The school always encourages both male and female parents/carers to parent's evenings and open-days. Male parents/carers are positively encouraged to come into school to experience the school learning environment/talk about where they work, their culture etc. and the school tries to be as flexible as possible to facilitate this.
- The school challenges gender stereotyping i.e. the belief that it is more appropriate for girls to study subjects such as English, food technology and languages whereas boys should study science and technology but not drama.
- All pupils, regardless of gender have the opportunity to study the subjects that they choose. Boys all study food technology and languages and girls are involved in PE, and vocational activities.

- The Enterprise scheme enables boys to make cushions and fridge magnets, whilst the girls are able to do welding and gardening for example.
- Girls are encouraged to participate in rugby, cricket, football and basketball and boys in netball, rounders, badminton and dance.
- Information is provided for girls and boys on positive career role models to ensure they make their choice from a wide range of career options.
- There are targeted programmes to improve boys reading across the school
- The school has drawn up an individual action plan identifying why and how to address the under performance of BME boys/boys in general.
There are gender specific programmes in place to deliver sexual health education to young men and women as part of the City's drive to reduce teenage pregnancy, sexually transmitted diseases etc. This topic is included in the schemes of work for PSHE and citizenship lessons.

Our Aims and objectives:

- to increase access to the curriculum, the extended learning environment and the provision of information. This includes measures to increase participation such as: directly asking pupils of an under-represented gender to join e.g. the school council, drama club; support for pupils in the form of sessions to encourage girls to get involved in science/technology, boys in food technology, childcare, drama etc.; providing positive role models for both gender groups from the world of work e.g. successful female architects/engineers, successful male chefs/childcare providers.
- to ensure that displays with positive images relating to gender will be exhibited prominently around the school building.
- to ensure that all children, regardless of their gender, have the opportunity to participate in lunchtime activities, school plays or school trips.
- to ensure that children are able to participate in all aspects of school life and continuously monitor how well children are achieving socially, emotionally and academically.

Gender Reassignment

What do we mean by gender reassignment?

We recognise that a person may express their gender in a way that differs from or is inconsistent with the physical gender that they were born with.

Our commitment

New Park School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because they propose to undergo, are undergoing or have undergone gender reassignment.

We understand gender reassignment does not necessarily require a medical process to be undertaken and that a person will be protected because of gender reassignment if they:

- Make their intention known to someone at the school
- Start to behave or dress according to the gender they identify with
- Undergo treatment such as surgery or hormone therapy
- Have already received gender recognition under the gender recognition act 2004

The school will also respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community. The school's practices and procedures support the dignity and privacy of transgender people. The school will request a birth certificate from prospective employees but will always stress that this will be optional. By so doing, a transgender person will not have to inadvertently reveal their original sex against their wishes as they may not have been able to obtain a corrected birth certificate.

Our achievements

This is still a new provision to be considered by the school, consequently few steps have been taken to promote gender reassignment equality issues. However, some work has been done through the curriculum in discussing these issues with pupils, notably in sex and relationships sessions as part of the wider PSHE curriculum

Our aims and objectives:

One of our priorities is to ensure that we comply with all aspects of the Equality Act 2010, and specifically that aspect which prohibits discrimination of staff who are absent from employment as a result of gender reassignment, whilst advancing equality of opportunity and fostering good relations.

PREGNANCY and MATERNITY

New Park School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their pregnancy or maternity

Our aims and objectives

- To ensure that no one is treated less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger
- We will also seek to make arrangements for female pupils or staff to ensure that they are not treated less favourably because they are pregnant or breastfeeding.
- We will not discriminate against a pupils or staff in absences related to pregnancy and maternity.

Although this is a new provision to be considered at New Park School few steps have, at present, been taken to promote equality issues relating to pregnancy and maternity – apart from those already practised in relation to current equality and employment laws

Over the three years of the life of the policy, our aim is to address means by which we can accommodate as effectively as is practicable the needs of this specific group. In our own school situation, this may include:

- offering special treatment to a female pupil in connection with her pregnancy or childbirth
- providing alternative teaching provisions for female pupils who become pregnant or are breastfeeding so they don't miss out on education.
- Making changes to rooms or timetables to accommodate needs of pregnant or breastfeeding mothers.

RACE

The school adopts the definition of Race as outlined in the Equality Act 2010 as one of the protected characteristics which refer to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Many of our pupils live in areas where there is considerable socio-economic deprivation. Pupils may witness and live with racial prejudice within their local communities. At present the majority of the pupils and staff at New Park School are white British. Racist incidents in the school are almost exclusively confined to name calling when pupils are angry or upset and are dealt with as described below. However many pupils bring with them prejudices and misconceptions which they have learnt in their own communities and which emerge during lesson times. These are dealt with as appropriate in the classroom and in the longer term as part of the curriculum.

Our commitment

New Park School is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We recognise that race discrimination, harassment and victimisation may be experienced by all in a number of ways, including day-to-day interaction with fellow pupils, staff and visitors.

The School also recognises that Black, Asian and Minority Ethnic pupils and staff may experience discrimination on the basis of race, colour, nationality and ethnic origin. This discrimination can manifest itself in all areas of their lives and can have serious consequences in terms of damaging people emotionally and physically and limiting life choices and opportunities.

The school and governing body does not tolerate any form of race discrimination which it recognises is unacceptable, discriminatory and unlawful, and is proactive in ensuring that people whatever their race, are treated fairly. This commitment is consistent with the significant progress that the school has already made in this area.

We will comply with the requirements of the Equality Act 2010 with regard to Race Equality.

Our achievements

- In line with new suggested policy, one member of staff is from the travelling community; a minority of staff are from other ethnic backgrounds
- All racist incidents are recorded and monitored through the reporting system of the LA as well as on the internal incident reporting forms.
- The school has high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards. All forms of achievement are valued and rewarded by the school, not just academic achievement. The progress, effort and behaviour of all pupils is monitored constantly and recorded on a termly basis. The progress of pupils who are from ethnic minority backgrounds is scrutinised particularly closely to ensure that they are not underachieving.
- The school promotes diversity through its curriculum and openly opposes all forms of racism and discrimination. Any incidents of bullying or racial harassment are investigated and dealt with immediately.
- The school system of sanctions and rewards is operated fairly and consistently by all staff. No pupils are discriminated against and each pupil is treated as an individual in that their individual circumstances, needs and background are taken into consideration when sanctions have to be imposed.

- At all times, both during structured lesson times and less structured social times, opportunities are taken as they arise for staff to promote racial harmony and tolerance both within school and beyond. The principles of racial equality and positive attitudes towards diversity are promoted in all curriculum areas, but particularly in PSHE/ Citizenship, RE, English and Humanities.
- The school is required by the Local Authority to record all racist incidents on provided forms that are sent to the LA on a monthly basis. All staff follow school procedures in the event of a racist incident. Any pupil or member of staff who has been the victim of a racist incident is given support from appropriate members of staff/ senior management. When appropriate his/her parents or carers are informed.

Our aims and objectives

The school's statement of intent, the school aims and the school's equal opportunities statement declare a commitment to ensuring that all pupils can contribute fully and feel valued and that they will learn to develop an understanding of and respect for themselves and others. To this end, our aim is:

- to strive to provide a caring, structured learning environment in which all pupils, irrespective of their ethnic background, can develop academically, socially and emotionally, to their full potential and in which pupils and staff feel safe, secure and valued.
- To weave into the fabric of the school ethos that discrimination against pupils or staff on the basis of race will not be tolerated
- Where a pupil for whom English is an additional language is admitted to New Park School, the school will liaise with the LA to review his/her needs and how these may be best met.
- There are currently no pupils in the school who are likely to need extended leave for family or religious reasons. However should this be the case in the future, any such pupils will be provided with the support necessary to help them cover any work they may miss as a result of an absence.
- provide a curriculum where stereotypes are challenged and pupils are helped to understand, value and respect other cultures, traditions and beliefs.
- actively tackle racial discrimination and promote equal opportunities and good race relations, and take appropriate action in cases of racial harassment and racial discrimination
- encourage, support and help all pupils and staff to reach their potential;
- make sure the race equality policy and its procedures are followed
- prepare pupils for life outside school without prejudice and with a positive attitude towards its cultural richness and diversity.
- make sure that the Race Equality policy is readily available and that staff, pupils and their parents and carers know about it;
- make sure that staff know their responsibilities;
- monitor the effectiveness of the policy regularly through examination of the termly progress records of the pupils for indications of underachievement by pupils from minority groups. The records in the racist incident log will be also examined termly in the expectation that the number will reduce as pupils become more tolerant and racial abuse decreases.
- monitor the curriculum through the schemes of work and lesson observations to ensure that discrimination is addressed and a positive approach to diversity is promoted.
- put an emphasis on 'living in a multi-cultural community' across the curriculum in line with policies on community cohesion and the Every Child Matters agenda.

Over the three years of the life of the policy, our aim is not just to continue our current positive work, but to actively refine and hone our approaches to ensuring racial equality, by continuing to:

Tackle unlawful discrimination by

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how the school responds to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken;
- Encouraging dialogue between pupils of different racial groups;
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, and ethnic cultural groups.

Work in partnership with different racial groups to

- Promote the active participation of different communities in shaping the future of school;
- Ensure the school staff (both permanent and temporary), pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.
- Expand access across all communities and in all areas of school activity.

Support the Community Cohesion work undertaken in school by

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all your pupils and their families;
- Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- Countering myths and misinformation that may undermine good community relations

Religion or Belief

What do we mean by Religion or Belief equality?

A Religion or belief refers to a religious and/or philosophical belief including lack of belief (e.g. Atheism). A religion must be identifiable and have a clear structure or belief system. A belief need not include faith or worship of a god or gods, but must affect how a person lives their lives or perceives the world (e.g. Humanism)

Our commitment

New Park School is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect.

Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime. We recognise that discrimination, harassment and victimisation on the grounds of religion and/or belief or non-belief may be experienced in a number of ways, including day-to-day interaction with fellow pupils, staff and visitors.

The school seeks to eliminate all forms of discrimination and prejudice based on religion and/or belief or non-belief, either direct or indirect, and is committed to treating staff, pupils and others fairly, regardless of their religion or belief and will not condone unfavourable treatment on this basis.

We will comply with the requirements of the Equality Act 2010 with regard to religion or belief and any incidents of bullying, harassment and/or victimisation on the grounds of religion and/or belief or non-belief will be taken seriously and could provide grounds for disciplinary action that may lead to dismissal or exclusion from the school.

Our achievements

- Pupils are admitted to the school if they meet the school's admissions criteria. These criteria focus on the pupils' special educational needs and in no way discriminate against pupils racially.
- Leave of absence for religious observance will be granted to both pupils and staff should the need arise following an approach made to the Head Teacher.
- Visits to Hindu temple and Muslim mosque
- Regular visits to Jewish care home for the elderly
- Work addressing tolerance and understanding of Religion or belief is undertaken through the formal curriculum (RE, PSHE, Humanities), and through the informal curriculum during tutorial and nurture sessions

Our aims and objectives

There are currently no pupils or staff in the school who are likely to need extended leave for family or religious reasons. However should this be the case in the future, any such pupils will be provided with the support necessary to help them cover any work they may miss as a result of an absence. Where a pupil with specific needs based on their religion is admitted to New Park School, the school will liaise with the LA to review his/her needs and how these may be best met. This obtains also for staff members

The school has high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards. All forms of achievement are valued and rewarded by the school, not just academic achievement. The progress, effort and behaviour of all pupils will be monitored constantly and recorded on a termly basis. The progress of pupils who have specific religious backgrounds and needs will be scrutinised particularly closely to ensure that they are not underachieving.

Our aim is to tackle unlawful discrimination by:

- Keeping accurate records of all religion or belief groups, their backgrounds and needs and how the school responds to them
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken
- Encouraging dialogue between pupils of different religions or belief groups
- Preventing discrimination, and promoting equality of opportunity and good relations between members of different religions or belief groups.
- Ensuring the school staff (both permanent and temporary), pupils and their families as well as our partners and the wider community, fully understand the principles of tolerance and good religion or belief relations.

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the religion or belief of all your pupils and their families
- Encouraging pupils and their families of all religion or belief groups to participate fully in all aspects of school life
- Countering myths and misinformation that may undermine good community relations

Sexual Orientation

What do we mean by sexual orientation equality?

The school uses the definition as outlined in legislation as sexual orientation meaning a person's sexual orientation towards:

- persons of the same sex
- persons of the opposite sex, or
- persons of either sex

The school extends the definition of this protected characteristic of sexual orientation to include:

- references to a person who is of a particular sexual orientation, or
- references to persons who share the same sexual orientation

Our commitment

New Park School is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their sexual orientation.

The School will combat discrimination faced by lesbians, gay, bisexual and transgender (LGBT) people. We want to ensure equality of opportunity for LGB people across our curriculum provision, services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

The school recognises the need to protect pupils and staff from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation). We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of our Equality Impact Assessment processes.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Our achievements

- The school has implemented government sex and relationship guidance to support teachers to deal honestly and sensitively with sexual orientation issues and questions
- Equality relating to sexual orientation is addressed in a structured and consistent way through the formal curriculum (PHSE, RE, Nurture, tutorials) and through the informal curriculum behaviour support and management systems, staff/pupil relationships)
- Posters around school affirming an individual's sexual orientation
- It has been stated explicitly in the school's anti-bullying policy that homophobic bullying and harassment will not be tolerated, and this is reinforced in the life of the school through its cultural expectations and standards of behaviour

Our aims and objectives

- To continue in our aim to protect pupils and staff from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation).
- To continue taking a pro-active approach to preventing all forms of homophobia within the school
- To continue to assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of our Equality Impact Assessment processes.

Community Cohesion

What do we mean by Community Cohesion?

New Park School adopts the Department of Education definition of community cohesion to mean working towards a society in which:

- There is a common vision and sense of belonging by all communities the diversity of people's backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all, and
- Strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

Our commitment

For a number of years, we have been committed to promoting community cohesion as part of the response to the legal duties outlined in previous legislation.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new communities and existing communities to adapt and integrate with one another.

The school will promote community cohesion within a number of dimensions including:

- the school community
- the community within which the school is located
- the community of Britain
- the global community.

Our achievements

Local Examples

- use of local facilities, inc sports venues, youth centre and parks
- use of local private vocational course providers
- visit to Hindu temple and Muslim mosque
- regular visits to Jewish care home for the elderly
- links with local mainstream schools – primary, secondary and special
- sports events with schools within Salford LA
- use of emergency services for information sharing
- links with neighbours
- links with local animal sanctuary
- link with local bank
- link with local professionals (for interviewing purposes)
- link with local sports personalities
- youth inspection of local services
- opportunities for shadowing of local politicians
- use of school by local community
- participation in project ‘cooking for the homeless’

National examples

- links with SEMH schools in other LAs
- Affiliated with the Teaching Alliance Oakwood
- football matches against teams from other LAs
- swimming gala against teams from other LAs
- residential adventure in Lake District
- peer mentoring leading to national award
- intergenerational project in one of the care homes leading to national award

International examples

- participation in world maths day
- football world cup project, centring around projects on different countries
- link with SEBD school in Germany, leading to exchange of personal letters and recipes
- exploration of art across the world
- cooking across the continents
- exploration of poetry from Africa
- yearly visit to the Christmas International market
- food tasting from different ethnic minorities
- themed school dinners from across the world
- Money-raising and support for Toilet Twinning charity
- Visit to Anne Frank Museum in Amsterdam and Concentration Camp in Poland

Our aims and objectives:

- To build on what we are already doing – creating a sense of shared values.
- To help develop an understanding in pupils that they all have a responsibility to their shared future.
- To engender and develop mutual respect and honesty between different groups including young people and adults.

- To build and develop a school culture that promotes the necessity of fairness and trust in our society, both within school and outside of it
- To promote and protect a strong sense of individual rights and responsibilities within the school community.
- To ensure that all children and parents/carers feel they are being treated fairly and have the same opportunities.
- To encourage and build strong and positive relationships.

We will continue to support community cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations
- Countering myths and misinformation that may undermine good community relations

Publishing, accessible formats, feedback and complaints

The Single Equality Scheme will be published on the school website, available in the school office and copies will be available on request at no charge.

Please contact Ms Amanda Jones, school business manager, on 0161-921-2000, or fax on 0161-921-2030.

- If you would like a copy of this scheme in Braille, large print or in any other accessible format
- If you wish to offer the school any feedback on this scheme or the action plans
- If you wish to make a complaint about an equalities issue.