PARK SCHOOL AND LITTLE CRICKETS AT PARK SCHOOL

Equality, Diversity and Inclusion Policy

Applies to	Whole school, including EYFS and Little Crickets
Policy reference	Equality, Diversity and Inclusion
Policy owner	Headteacher
Reviewed by	EW / NW / RCat
Next review	November 2027

1. Policy statement

Park School and Little Crickets at Park School are committed to creating and maintaining a supportive, respectful and inclusive community in which every individual is valued. Equality, diversity and inclusion are woven through school life so that pupils, staff, applicants, families and visitors have fair access to opportunities and are treated with dignity.

The School opposes unlawful discrimination, harassment and victimisation and seeks to prevent bias, prejudice and stereotyping from adversely affecting any individual. The School will take appropriate steps to remove barriers, foster good relationships and support pupils who may be at risk of exclusion or disadvantage.

2. Legal framework and protected characteristics

This policy is based on the Equality Act 2010 and applies to the whole School, including EYFS. The School does not discriminate unlawfully because of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation. Marriage and civil partnership protection is relevant particularly to employment. Nationality and ethnic or national origins are included within the School's commitment to racial equality.

The School makes reasonable adjustments so that disabled pupils, staff and applicants are not placed at a substantial disadvantage. SEND provision, accessibility planning and individual support arrangements operate alongside this policy.

3. Aims

- ensure fair and equitable access to the curriculum, enrichment, pastoral support, employment and training
- identify and remove direct and indirect barriers to participation, learning and belonging
- challenge discrimination, harassment, victimisation, prejudice, stereotyping and bias
- celebrate cultural, linguistic, religious and social diversity without tokenism
- promote respect, dignity, positive relationships and pupils' spiritual, moral, social and cultural development
- listen to pupils and staff and respond appropriately to concerns
- monitor the impact of policies and practice on different groups

4. Pupils and school life

All pupils are entitled to the full range of educational opportunities offered by the School. Staff consider the needs of pupils with protected characteristics, SEND, medical needs, different backgrounds and circumstances, and agree appropriate support or reasonable adjustments. Pupils who may be at risk are mentored or supported through the School's pastoral and safeguarding arrangements.

Equality, diversity and inclusion are promoted through curriculum content, assemblies, tutor or class activities, house events, enrichment, charity work and age-appropriate discussion. Pupils learn about British values, religions and non-religious worldviews, cultures, traditions, languages, disability, race, sex, relationships and other aspects of identity in a respectful and developmentally appropriate way.

Pupil voice is encouraged through appropriate forums, including School Council, surveys, conversations and, where established, affinity or discussion groups. Participation is voluntary and arrangements are supervised and safeguarded.

5. Curriculum and resources

- curriculum planning promotes respect and prepares pupils to participate in a diverse society
- learning materials are selected sensitively and avoid or actively challenge stereotypes and prejudicial assumptions
- staff seek an appropriate range of voices, experiences and perspectives
- visiting speakers are approved and checked under the School's safeguarding and external-speaker arrangements
- political issues are presented in a balanced manner
- EDI themes are embedded where educationally appropriate rather than restricted to isolated events

6. Admissions, employment and training

Applications to join the School are welcomed from families of all backgrounds. Admissions decisions and arrangements are administered fairly, with individual consideration of disability, SEND and reasonable adjustments. Separate admissions, SEND and accessibility policies provide further detail.

Recruitment, appointment, employment, promotion and training arrangements are administered fairly and consistently. Appointment panels must give proper regard to this policy. Staff employment matters are also governed by the Staff Equal Opportunities Policy and Employment Manual.

7. Preventing and responding to discrimination

Discrimination, harassment, victimisation, racist behaviour and other prejudice-related conduct are not tolerated. Staff challenge concerns promptly, support those affected, protect pupils from further harm and report incidents through the relevant safeguarding, behaviour, anti-bullying or staff procedures. Serious or repeated incidents are escalated to senior leaders and the DSL where safeguarding concerns arise.

Racist and other prejudice-related incidents are recorded, investigated and reviewed in line with the Behaviour, Anti-Bullying, Safeguarding and Anti-Racism policies. Appropriate educational, pastoral and disciplinary responses are used, and parents or carers are informed where appropriate. Patterns are monitored so that leaders can address underlying causes and evaluate whether groups are being treated fairly.

8. Roles and responsibilities

School Board and Governors

- hold overall responsibility for this policy and oversight of equality, accessibility and inclusion
- ensure leaders meet relevant legal duties and evaluate the impact of the School's arrangements
- support a culture in which every member of the community is treated fairly and with respect

Headteacher and senior leaders

- implement the policy and ensure staff understand their responsibilities
- promote equality and inclusion through curriculum, pastoral provision, staffing and school culture
- consider complaints and incidents seriously and ensure appropriate recording, investigation and follow-up
- monitor relevant pupil and staffing information and report significant themes to governors

Inclusivity Champion

The School appoints an Inclusivity Champion to support awareness, pupil voice, staff development and review of inclusive practice. The role supports, but does not replace, the responsibilities of the Headteacher, DSL, SENDCo, governors or line managers.

Teachers and all staff

- treat pupils and colleagues fairly, consistently and respectfully
- use inclusive language and choose resources with appropriate sensitivity
- challenge and report discrimination, prejudice and stereotyping
- make reasonable adjustments and work with the SENDCo and pastoral team
- support pupils to express concerns and know how to seek help

Pupils, parents, carers and visitors

Members of the wider community are expected to uphold the School's values, treat others respectfully and report concerns through the appropriate member of staff or policy route.

9. Training and awareness

The School provides proportionate training and guidance so that staff and pupils with relevant responsibilities understand equality issues, recognise bias and discrimination, respond appropriately to concerns and follow established reporting pathways. The School considers external trends and good practice when reviewing provision.

10. Monitoring and evaluation

The Headteacher monitors the effectiveness of this policy with support from senior leaders, the Inclusivity Champion and governors. Monitoring may include:

- pupil progress, participation and access to opportunities
- admissions, recruitment, promotion and training processes
- behaviour, bullying, sanctions, complaints and prejudice-related incident records
- SEND provision and reasonable adjustments
- pupil, parent and staff feedback
- curriculum, resources, assemblies, enrichment and visiting speakers

Monitoring is proportionate, respects confidentiality and is used to identify barriers, patterns or unjustified differences in experience or outcome. Actions are recorded through relevant improvement plans and reviewed for impact.

11. Raising concerns and complaints

Pupils should speak to a trusted adult. Parents, carers, staff and visitors may raise concerns with the relevant teacher, manager, Headteacher or DSL. Formal concerns may be pursued through the School's Complaints, Grievance, Whistleblowing, Safeguarding or Behaviour procedures as appropriate. No person should suffer victimisation for raising a concern in good faith.

12. Related policies

- Accessibility Plan
- Admissions Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Anti-Racism Policy
- Curriculum Policy
- PSHEE and RSE policies
- Staff Equal Opportunities Policy and Employment Manual
- Complaints, Grievance and Whistleblowing policies
- External Speakers and Visiting Speakers procedures

13. Review

This policy is reviewed at least annually and sooner where legislation, inspection expectations, school practice or monitoring findings indicate that revision is required.