



Hove Park School

Equalities Policy

Date Ratified	Frequency of Review -	Next Review Date-
December 2024	2 years	December 2026
Governor link	Staff link	Committee
Paul Williams	Matt McKinney James Sandford	FGB

1. Context

1.1 Our School Values and Equality:

 OUR SHARED VALUES WE ARE RESPONSIBLE 	At Hove Park, we have a responsibility to ensure that all our school community feel safe, respected and valued.
 OUR SHARED VALUES WE ARE CONNECTED 	We are connected to the wider world, and appreciate the richness within our differences, looking for ways to celebrate and understand them better through our curriculum.
 OUR SHARED VALUES WE ARE PROUD 	We are proud to celebrate our students as individuals and value the diversity within our community.
 OUR SHARED VALUES WE ARE COLLABORATIVE 	We work collaboratively to recognise harmful behaviours, challenge bullying, prejudice, and aggression in our school, and work together to repair these situations.
 OUR SHARED VALUES WE ARE RESPECTFUL 	We develop respectful attitudes by learning about how to be kind and to appreciate individuality.
 OUR SHARED VALUES WE ARE ASPIRATIONAL 	We aspire to create a culture and ethos of inclusion.

Our Equality Policy is inclusive of our whole school community – students, staff, governors, parents/carers, visitors and partner agencies, who we have engaged with and who have been actively involved in and contributed to its development. Their feedback has been key in creating a policy that is appropriate for our school community.

Our Vision Statement About Equality

All learners at Hove Park are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value. Adults in any capacity working in school: paid staff, governors, volunteers and parents and carers are also considered in this way. We therefore act to ensure that each and every member of the school community experiences equality of opportunity; feels a full and respected member of the school community; has high expectations of themselves, their peers, staff, and others with regard to fair treatment.

We believe we all have equal rights, but also recognise people may have different needs. Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

This policy is closely linked to our:

- Anti-bullying Policy
- Safeguarding & Child Protection Policy
- Relationship & Sex Education Policy
- SEND policy

Equality is an important part of the OFSTED Inspection framework, impacting all areas of key judgement applied to schools. Hove Park's last OFSTED was in December 2021, and we are proud that inspectors recognised that "there is a strong community ethos underpinned by positive relationships. Pupils of all abilities and backgrounds are valued. Pupils say they feel safe, and they are safe. Any incidents of bullying are dealt with quickly and effectively. The curriculum prepares pupils well for life in a culturally diverse Britain. The student council speaks confidently about overcoming sexism, racism, homophobia and transphobia."

Our Governors will:

- Designate a governor with specific responsibility for the Equality Policy
- Ensure that the objectives arising from the policy are part of the school improvement plan
- Support the Headteacher in implementing any actions necessary
- Engage with parents and partner agencies about the policy
- Evaluate and review the policy annually and the objectives every 4 years.

Our Headteacher will:

- Ensure that staff, parents/carers, pupils/students and visitors/contractors are engaged in the development of and review of the Equality Policy.
- Oversee the effective implementation of the policy including communicating with staff parents/carers, pupils/students and visitors/contractors about the policy

- Ensure staff have access to training which helps to implement the policy
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- Ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our Senior Leadership Team will:

- Have responsibility for supporting other staff in implementing this Policy
- Provide a lead in the dissemination of information relating to the Policy
- With the Headteacher, provide advice/support in dealing with any incidents/issues
- Assist in implementing reviews of this policy as detailed in the SIP Our school staff will:
- Be involved in the development and review of the Policy
- Be fully aware of the Equality Policy and how it relates to them
- Understand that this is a whole school issue and support the Equality Policy
- Make known any queries or training requirements

Our pupils/students will:

- Be actively encouraged to be involved in the development and review of the Policy and will understand how it relates to them, appropriate to age and ability
- Be encouraged to actively support the Policy
- Be involved in producing a simplified version of this policy that can be displayed in classrooms and communal areas, such as reception, hallways and canteens

Our parents/carers will:

- Be given accessible opportunities to become involved in the development of the Policy
- Have access to the Policy through a range of different media appropriate to their requirements
- Be encouraged to actively support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy
- Be informed of any incident related to this Policy which could directly affect their child

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development and review of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy.

Purpose of the Equalities Policy:

- At ***Hove Park School*** we value our diverse community, and seek to foster a warm, welcoming and respectful environment.
- We want all who attend our school and college to develop a positive sense of belonging and their own identity.
- We aim to ensure everyone is mutually valued and respected in line with the Equality Act 2010.

- We question and challenge discrimination and inequalities, resolve conflicts peacefully and prevent, de-escalate and or stop harmful behaviour.
- We aim to ensure all prejudice-based incidents are taken seriously, recorded and responded to in a proportionate and consistent way.
- We encourage a restorative justice approach, supporting both the victim, and the perpetrators of prejudice incidents to change their behavior.
- We aim for staff, students, parents and carers work together to ensure a safe, learning environment for all.
- We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning; and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met.
- We believe that effective equality practice will contribute to raising aspirations and achievements, keeping children safe from bullying and prejudice and from the dangers of radicalisation and extremism.

To ensure success and meet the Public Sector Equality Duty, Hove Park School will:

- Publish annual information to demonstrate compliance with the Public Sector Equality Duty.
- Publish Equality objectives and review them annually.

The Equality policy will be promoted within the school community and feature on our school website.

Definitions

- 1.2 Direct discrimination – when a person is treated less favourably, because of a protected characteristic.
- 1.3 Indirect discrimination – a practice is applied generally but has the effect of putting people with a protected characteristic at a disadvantage.
- 1.4 Harassment – unwanted conduct, related to a relevant characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating environment for that person.
- 1.5 Victimisation – when a person is treated less favourably than they otherwise would have been, because of something they have done (a protected act) in connection with the Act.
- 1.6 Bullying – See Hove Park antibullying policy. Prejudice incidents can sometimes include emotional or verbal bullying, therefore our anti-bullying policy details how these are reported and resolved.
- 1.7 Prejudice based / hate incident – This is a one-off incident which is perceived by the victim or any other person to be motivated by hostility, prejudice or ignorance, based on a protected characteristic. This can also include prejudice behaviour that is not targeted at one individual. The impact of this, whether intentional or not, can be damaging, and must therefore be responded to. See also antibullying policy.

Our School Within a Wider Context

The national demographic presents an ever changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation.

As a school we are committed to having knowledge of our school community and frequently analyse data which provides evidence of the backgrounds of the members of our school community and the attainment and wellbeing of our students and groups of students. We use this data to plan improvements that will

benefit our school community. Data available to the school includes school census, attendance, attainment. We participate in the Council's annual Safe and Well School Survey, as well as our own internal surveys to monitor prejudice based incidents, how students feel we respond to them and how safe they feel at school.

Hove Park School has a diverse cohort. It is a coeducational comprehensive school, with an even split of male and female students. Students from a variety of ethnic groups and cultures attend the school. Over fifty languages are spoken, and 34.9% students on role are Black and racially minoritised. The LA commissions placements in our specialist resourced provision, the Cullum centre. The Cullum Centre is an inclusive provision which is fully integrated into the mainstream school, therefore supporting high numbers of neurodivergent students to thrive within a mainstream school setting. Alongside the Cullum centre are groups of staff who support students with SEND needs, such as our SEMH Team and Cognition and Learning Team.

2. Our Duties

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) on public bodies including maintained schools and academies. This combined Equality Duty came into effect in April 2011. It has three main elements.

Hove Park recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law. We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

- Age (staff only)
- Sex
- Race
- Marriage and Civil Partnerships (staff only)
- Pregnancy and Maternity
- Gender reassignment
- Disability (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)
- Sexual Orientation
- Religion or belief (also no religion or belief)

In addition, we include economic disadvantage within this policy, recognising that this has one of the most significant impacts on the achievement of children and young people.

Age: A person's age is a protected characteristic in relation to employment, but age as a protected characteristic does not apply to pupils in schools. We are therefore free to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

Sex: We recognise that boys and girls all have different needs and experiences, whilst nurturing respect and good relations between the genders. We actively challenge sexism, and ensure there is access to the same curriculum, including Physical Education activities. Our school uniform is non-gender specific. We do

not promote gender stereotypes, and use a range of role models from both genders in resources and displays.

Race: The Brighton and Hove anti-racist strategy has been used to support this policy. **The term 'Black and racially minoritised' has been adopted by the council and is used in this policy with the acknowledgement that there is no agreed terminology to discuss race.** While we use this umbrella terms, we also recognise that differently racialised groups have different experiences in education.

In line with the Brighton and Hove council strategy, we have key areas of focus. These are staff training, ensuring black and racially minoritized students have student voice opportunities, diversifying our curriculum, ensuring our environment, culture, values and policies promote anti-racism. We also aim to increase the diversity in our workforce, including our governing body.

To achieve these outcomes, staff training will be delivered regularly to ensure all adults are skilled and confident to support our anti-racist practice. We aim to develop an awareness of conscious racism and unconscious bias, alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes. Hove Park have formed communities of staff to share and reflect on practice, including faculty champions. Staff from each faculty have an Equalities representative that meet with other faculty champions once a term, alongside whole staff training, targeted training and a separate anti-racism staff group, that meet with a student voice group.

Curriculum audits are carried out to ensure faculties engage with a range of resources and texts from black and racially minoritized authors, and that our curriculum is diverse and represents our student cohort. Resources and the curriculum are discussed with black and racially minoritized student voice groups.

To ensure our culture and values align with our anti-racism practice, we aim to develop an understanding of race, ethnicity and multiculturalism, alongside an appreciation of their importance in Britain today. We celebrate different cultures through our curriculum and enrichment programme, for example by holding food festivals and student led assemblies. We advocate positive interaction, good relations and dialogue between groups and communities that are different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status. We have Equalities groups for students, where we discuss culture, ethnicity, and religion, with the aim of ensuring everybody in the school community feels valued.

Marriage and Civil Partnerships: Staff only.

Pregnancy and Maternity: The school will make all reasonable attempts to support the student in continuing to access on site education in line with the schools attendance/inclusion policy. Government guidance will be followed (DfES/0629/2001 on the 'Education of School Age Parents') and Absence and Attendance Codes Guidance for Schools and Local Authorities (January 2009, page 8) available at www.education.gov.uk. The guidance makes it clear that schools must not exclude a pupil simply on the grounds of them becoming pregnant, but should allow no more than 18 calendar weeks authorised absence to cover the time immediately before and after the birth of their child. This is in order to ensure that they are reintegrated into education as quickly as possible. A designated member of school staff will act as an advocate and assist the student to take responsibility for their continuing education. The pupil will be encouraged to attend ante-natal appointments and would be expected to evidence these as they would any other medical appointment during school time.

The school will consider how they can best support the students' education during the period of maternity leave, for example by sending work home. If health allows, the school will encourage the student to return

to education with the minimum disruption. There is no obligation for schools to allow paternity leave for school age non-pregnant parents, however in consultation with the non-pregnant parent, if it feels it is appropriate, and where the non-pregnant parent has already been involved in supporting the pregnant parent during pregnancy, the school will consider what flexibility they can offer to the timetable and curriculum. The school will also consider the stage in the non-pregnant parent's education, their overall attendance and whether allowing them to take 10 days will cause them to become a persistent absentee.

Gender Reassignment: Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their gender by changing physiological or other attributes. This definition means that in order to be protected under the Act, a pupil will not necessarily have to be undertaking a medical procedure to gender transition but must be taking steps to live in the new chosen gender, or proposing to do so. Hove Park School does not place pressure on children to live or behave in accordance with their sex registered at birth, or to move rapidly to gender transition. Decisions about medical transition are made outside of education settings and under the care of the Gender Identity Development Service.

The Brighton and Hove Trans Inclusion Schools Toolkit has been considered when this policy was written. The Toolkit was created by Allsorts Youth Project and Brighton and Hove City Council, who have ensured that the lived experience of trans children and young people and their families is represented. All members of staff should have a good level of trans awareness. We work with All Sorts to ensure appropriate staff training is provided, to develop an understanding of trans and non-binary identities and experiences, as well as offering external agency support for students, who can be referred for one to one support on a case by case basis. All Sorts can also sign post young people and families to additional support.

Children over 16 can legally change their name by deed poll. Under 16, the register will show a child's original, legal name; however at Hove Park School, the Department of Education guidance will be followed, which says that the school may refer to a young person by a new forename and pronoun, and record this as the child's preferred name (not registered name).

Although not statutory, the school provides a mixed model of provision where necessary, for example alternative changing facilities for Physical Education and toilets which are suitable for only one student at a time, and can be locked from the inside, thus ensuring privacy. Physical Education lessons are taught as single gender lessons, however we allow flexibility in groupings where necessary, and students will be allowed to attend the class that they feel safest in. The issue of physical risk will be managed during mixed gender sport by adhering to sport governing body rules, and staff will ensure the sport, or game does not put students at a disadvantage to the average girl or boy due to differences in physical strength, stamina or physique, differentiating accordingly to keep students safe. School uniform and PE kit does not differentiate between genders.

Reasonable adjustments will be made for residential trips, for example considering groupings and changing / bathroom facilities so that the student feels as safe and comfortable as possible.

Hove Park school will ensure that any trans / non-binary staff at Hove Park are sign posted to resources that may be supportive in creating a working environment that supports and values these members of the community.

Disability: We aim to help our students develop an understanding and appreciation of disability and the contribution of disabled people in the community and UK, for example by inviting a diverse range of external visitors. The [Equality Act 2010 \(section 6\)](#) says that a pupil has a disability if they have a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities.

We are aware that disability can be both seen or unseen and that students with learning and other disabilities have the same rights to reasonable and appropriate adjustments as those with more obvious needs. We make reasonable adjustments so disabled pupils can participate in their education, and aren't at a substantial disadvantage compared to non-disabled pupils.

The Equality Act extended the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. We will also consider potential adjustments which may be needed for disabled pupils generally. Our Accessibility Policy and Plan can be found on the school website alongside this policy.

Sexual Orientation: See above in gender reassignment section for use of All Sorts to support staff training and student well-being. We implement LGBT+ inclusion to create an LGBT+ supportive environment, and actively challenge homophobia. We follow the Relationships and Sex Education guidance by teaching about the diversity that exists in the world, and ensure all pupils receive teaching on lesbian, gay, bisexual and transgender (LGBT) relationships during their school years, meaning children from all families feel included and to help every child and young person understand that LGBT+ people are part of normal, everyday life.

We provide safe spaces for young people to talk to an adult about their sexual orientation. These include an Equalities lead at school, our pastoral team (Heads of Year and Assistant Heads of Year) and we also work with outside agencies such as All Sorts (see above in gender reassignment section for use of All Sorts to support staff training and student well-being). We run LGBT+ lunchtime groups so that students have a safe space to be in. We celebrate the LGBT+ community through whole school events, such as a Rainbow Flag Bake sale, assemblies during LGBT+ month, both student and staff led, outreach work with local primary schools and ensuring the LGBT+ community are represented in resources, displays and our curriculum. We are currently working towards the Rainbow Flag award with All Sorts, which provides a framework to ensure schools are LGBT+ inclusive.

Religion or Belief: We respect the religious beliefs and practice of all staff, pupils/students and parents/carers, and comply with reasonable requests relating to religious observance and practice, for example by providing prayer rooms during Ramadan. We teach students about a variety of religions, through our lesson curriculum, tutor times and assemblies.

Positive Action

We will apply positive action where necessary, to use target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with protected characteristics. Examples of this include making reasonable adjustments for disabled students and providing support for groups of students with protected characteristics.

3. Our Approach

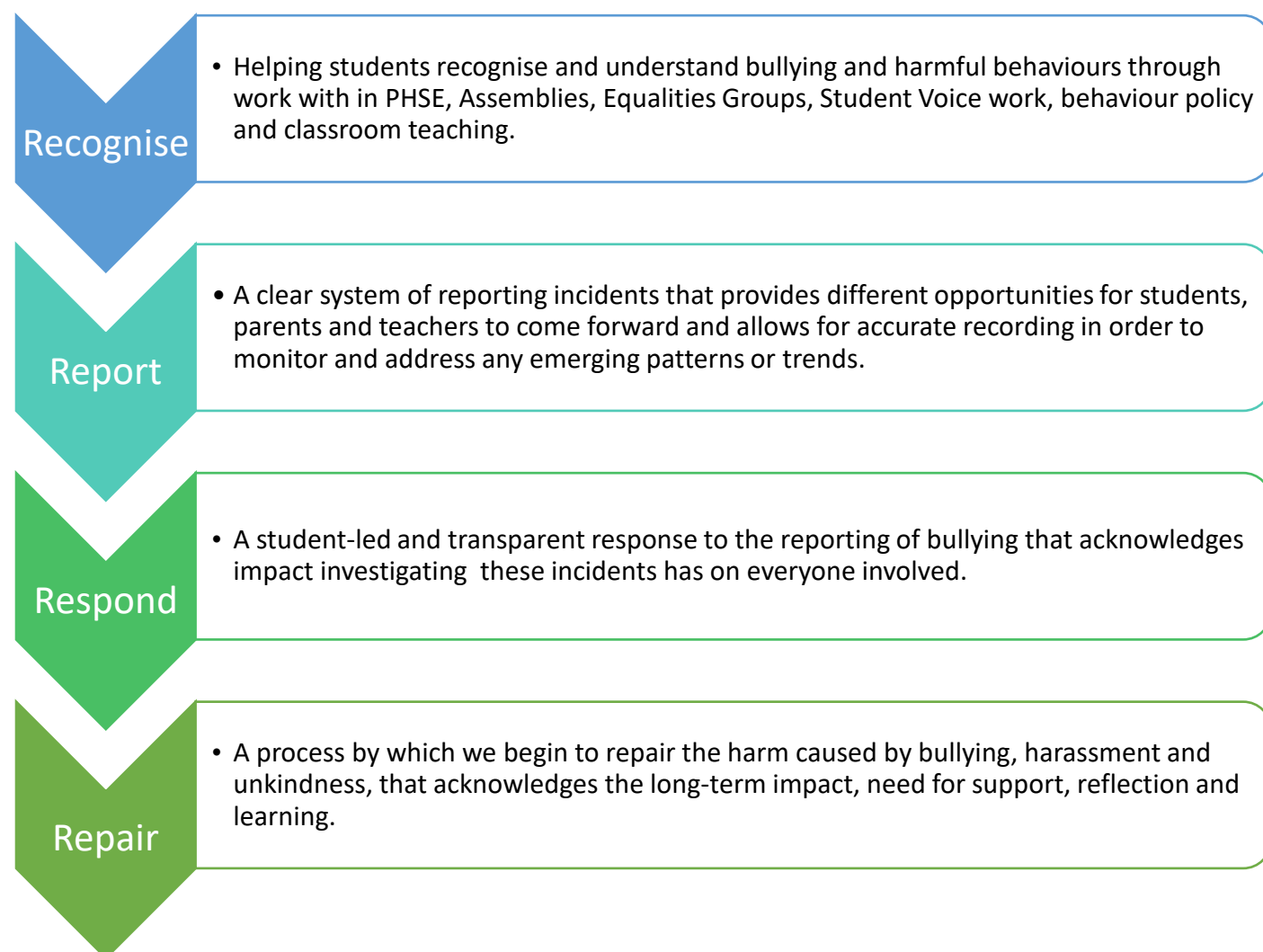
Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith. We will act to prevent, challenge and eliminate any such behaviour.

This is also covered in our anti-bullying policy. Whether the incident was a one off or bullying, if it was motivated by prejudice against a protected characteristic, the impact can be damaging and must therefore be responded to in line with our anti-bullying policy.

Our whole school strategy for addressing harmful behaviours aims considers the concerns of students by providing an easy-to-understand model that gives them ownership over the reporting and resolutions of incidents.

Our strategy for responding to prejudice-based incidents is divided in 4 key areas:



Recognising Incidents

Our work on preventing incidents of bullying and harm is part of holistic approach that aims to create a safe and respectful environment in which students can not only learn but thrive. This means that our work on preventing anti-bullying can be also seen in our PHSE Policy, Safeguarding policy, Behaviour Policy, as well as our Equalities Policy. Through equalities, student and staff led assemblies frequently pick up on themes that support our school values, discrimination and diversity. Equality Student voice groups meet every fortnight to develop a sense of belonging, promote equality in our community and feedback to staff on how we can best improve our work on this. The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as Black History Month, LGBT History Month, International Women's Day, Refugee Awareness Week, Neurodiversity and Autism Awareness etc. Local

organisations such as Allsorts Youth Project, Safety Net, extra-time and Albion in the Community are used to support our anti-bullying work by for example talking about the impact of prejudiced based bullying.

Our starting point for preventing bullying and prejudice incidents is to support everyone to be an important part of our school. We want students to be able to effectively **recognise** unkind, harmful, intimidating and bullying behaviours when they happen so they can either safely seek support to resolve and repair these situations or evaluate their own actions.

Reporting Incidents

Students can report prejudice incidents through a number of channels, including any teacher, their form tutor, their circle time leader (Year 7), the Equality Staff Lead, their Head of Year and Assistant Head of Year or Head of Campus. Incidents can be reported in person, by using the designated QR code, which is displayed around the school site. **Students can also report incidents and safeguarding concerns via Safe Space <https://forms.office.com/r/pyTayPA4Yb>. This is an online form that can be filled in either at school or at home. Check All students will be asked to fill out the Safe Space form regardless of how they raise the initial concern.**

We are aware that some groups of students may find it harder to report bullying than others. For example, black and racially minoritised students might feel that reporting racism will put their friendship groups at risk or LGBT+ students might fear that reporting of bullying might cause staff to ask questions or make assumptions about their sexual orientation or gender identity. Wherever possible and appropriate we will involve those who are experiencing bullying in finding the solutions.

Parents and carers can contact school to report a prejudice incident through the Year office, the Head of Campus or their child's form tutor. This can be via email, telephone or in person.

Whether it is a one-off incident, or bullying, we separately record prejudiced based incidents as we recognise the impact they can have. If the incident occurs during a lesson, the class teacher will record it on the behaviour section of Class Charts. This will ensure the appropriate sanction can be set. The class teacher also needs to record the incident on CPOMS, which will allow for a fuller account and will enable the school to track incidents. CPOMS will allow for the category of discrimination to be recorded, so reports can be run to identify patterns of behaviour.

Responding to Incidents

Once an incident has been **reported**, through any the channels above, it is important students have confidence in what will happen next. When a student, parent or carer speaks out a prejudice based incident:

- they will be listened to
- their concerns will be taken seriously
- the matters will be investigated
- together we will find a way to tackle it
- someone will be there to help and support them
- They will be kept informed of any investigation throughout

The person that leads the response will investigate the report by doing the following.

- Speak with the person who was the victim in the incident, involving them in what they would like to happen next.

- Speak to the student(s) / person carrying out the prejudice behaviour and find out their perspectives.
- Find witnesses to explain what they saw if appropriate.
- Contact and involve the parents and carers of those targeted and the parents and carers of those behaving in a prejudice way.
- Where appropriate viewing screenshots online of online conversations, photographs or video footage including CCTV.

It's important to note that there may be limiting factors in investigating incidents that take place, especially those that happen outside or online. Where prejudice behaviour is denied and evidence is hard to find, those involved will be closely observed and monitored. The student who is saying they are the victim of a prejudice based incident will be asked to record and report any incidents which cause them concern.

Repair of Incidents:

We understand that incidents that have emotionally harmed another person are difficult to process. Our aim is to develop a plan to help all involved **repair** and confidently move on with those who have been impacted, this could be the person who reported the incident, person/s who have been affected and the person/s who have caused the hurt. As a school we are committed to ensuring that those who have used prejudice behaviours understand the impact of this, and the unacceptability of prejudice inside school and the wider world.

We acknowledge that the perpetrator needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons. This is an important part of **repairing** the hurt caused. Restorative conversations can be an extremely positive way of helping everyone involved repair and move forwards. This is likely to work well where harm has been caused unintentionally or there is clear assertion to repair from those who have caused harm. When appropriate, and with the agreement of all parties we will support restorative conversations to encourage those involved to take **responsibility** for and more amends for their actions. We believe that education is an important part of making sure that discrimination is reduced.

Year Teams are well placed to monitor and support students who have been involved in prejudice based incidents, and could implement support to prevent further harmful behaviours, these could include:

- Positive reports and liaison with classroom teachers about strategies to support the student/s
- Discussion at Pastoral Triage
- Referral to the Wellbeing Team where appropriate
- Referral for SEN support where appropriate
- Identification of buddies, mentors and role models in school
- Class moves
- Small group work dependant on availability and current offers

Sanctions may also be used to help those who have used harmful behaviours to reflect on the harm caused and provide clear messages about our expectations for behaviour in school for some students. Sanctions by themselves are unlikely to change prejudice behaviour, but sanctions in line with our school values of **responsibly** and the school's Behaviour Policy will be used where appropriate. These might include:

- Official warnings to cease offending or withdrawal of certain school privileges
- Detention
- Exclusion from certain areas of premises

- Isolation
- Suspension

Parents and carers of those involved will be informed of any action taken.

Head teacher and governors

- Reports of prejudiced based incidents will be made by the Head teacher / Senior Teacher to the governing body
- The Head teacher / Senior Teacher will also report on the Safe and Well School Survey.
- The Head teacher and the governing body will monitor the effectiveness of this policy in discussion with the School Council and the staff in school and will be involved in any unresolved concerns raised by *pupils / students* or parents and carers about prejudice incidents in the school community.

Complaints

If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school's complaint policy. This can be found on the school website: <https://www.hovepark.org.uk/policies>

4. How Do We Promote Equality at Hove Park School?

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life.

Teaching and Learning

Our approach to equality is reflected in the way we provide education for pupils. We aim to deliver a rich and varied curriculum that promotes equality, diversity and inclusion. We believe all children are entitled to a high quality education in a nurturing and inclusive environment. To do this we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by the protected characteristics (where possible) and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider;
- Encourage students to act fairly and to have an awareness of unconscious bias;
- 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 pupils.

Reflecting Inclusion in Our Curriculum

- We aim to continually develop our curriculum to use diversity as a thread running through all subjects. For example, there is representation of people with different protected characteristics in History lessons; in Music and Art lessons students study a diverse range of artists; in English and

Drama they will study texts from a wide range of authors with protected characteristics and in RE students learn about a range of faiths.

- We aim to ensure that resources and displays challenge gender stereotypes, include people from different cultural backgrounds and actively celebrate all protected groups
- We use materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping. For example our school library has displays to celebrate Black History Month and LGBT+ month, and promotes books that reflect diversity.
- All pupils have access to the same information about puberty and relationships, and this is fully integrated into the curriculum, rather than standalone units and lessons. Relationship and sex education lessons will not reinforce harmful stereotypes. Students have access to a diverse range of resources, making it clear that there is more than one way to be a particular gender.
- We are mindful of diversity of views within faith groups, managing discussions so no harm is done to a young person listening, or the person expressing the view or the school community as a whole.
- All genders can access the same sports in PE and enrichment.

Celebrating the Diversity of our Students

We are proud of the diversity of our students at Hove Park School and aim to celebrate this in as many ways as possible, outside of lessons as well as during curriculum time. For example, through food fairs, rainbow bake sales, assemblies to celebrate different diversity events such as Black History Month, outreach work to primary schools, peer mentoring and fund raising.

Pastoral Support

This may be internal or through links with other agencies. Alongside universal provision of pastoral support through Form Tutors, Assistant Heads of Year and Heads of Year; Hove Park School seeks to target further pastoral support for groups or individuals where appropriate. There is also further specialist staff provision and support for students, including the SEMH team, EAL team, Cognition and Learning Team, and the Cullum Centre team.

We commission All Sorts and have also used other organisations such as RISC to support our students. We run student voice groups and school council. These groups meet on a regular basis to monitor how safe students feel at school. We also complete our own internal surveys and the Safe and Well at School Survey.

Providing Effective Training

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

Staff training regularly includes equality and diversity. Sometimes this includes explicit Equality themes, such as unconscious bias, dealing with racist incidents and supporting students who identify as LGBT+. We often work with outside agencies to deliver this training, for example John Lynch, RISC and All Sorts. Training also includes inclusion in all aspects of education, for example how to support neurodiversity safeguarding and mental health and well-being,

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

Our Recruitment:

We observe good equalities practice in staff recruitment, retention and development. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development; whether or not they are disabled; whatever their ethnicity, culture, religious affiliation, national origin or national status; whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant (unless specific requirements are intrinsic to the role) until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure. (See the *Safer Recruitment Toolkit* for further guidance.): <https://www.beem.org.uk/Page/24417>

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; we will make reasonable adjustments to avoid disadvantage and we will work hard to ensure a safe, positive and inclusive environment.

Our Governors will:

- Designate a governor with specific responsibility for the Equality Policy
- Ensure that the objectives arising from the policy are part of the school improvement plan
- Support the Headteacher in implementing any actions necessary
- Engage with parents and partner agencies about the policy
- Evaluate and review the policy annually and the objectives every 4 years.

Our Headteacher will:

- Ensure that staff, parents/carers, pupils/students and visitors/contractors are engaged in the development of and review of the Equality Policy.
- Oversee the effective implementation of the policy including communicating with staff parents/carers, pupils/students and visitors/contractors about the policy
- Ensure staff have access to training which helps to implement the policy
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- Ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our Senior Leadership Team will:

- Have responsibility for supporting other staff in implementing this Policy
- Provide a lead in the dissemination of information relating to the Policy
- With the Headteacher, provide advice/support in dealing with any incidents/issues
- Assist in implementing reviews of this policy as detailed in the SIP Our school staff will:
- Be involved in the development and review of the Policy
- Be fully aware of the Equality Policy and how it relates to them
- Understand that this is a whole school issue and support the Equality Policy
- Make known any queries or training requirements

Our pupils/students will:

- Be actively encouraged to be involved in the development and review of the Policy and will understand how it relates to them, appropriate to age and ability
- Be encouraged to actively support the Policy
- Be involved in producing a simplified version of this policy that can be displayed in classrooms and communal areas, such as reception, hallways and canteens

Our parents/carers will:

- Be given accessible opportunities to become involved in the development of the Policy
- Have access to the Policy through a range of different media appropriate to their requirements
- Be encouraged to actively support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy
- Be informed of any incident related to this Policy which could directly affect their child

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development and review of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy.

5. Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics. The Local Authority is the admission authority. Local authorities and schools must not discriminate against students in admissions or in their day to day operations, such as in the allocation of students to particular classes, there are a few exceptions:

- School curriculum and collective worship are not covered by legislation affecting discrimination on grounds of religion or beliefs.
- Schools may treat disabled pupils more favourably than others if it prevents them being at a disadvantage.

6. Purchasing

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are considered:

- Could the proposed purchase affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any subcontractors.

7. Objectives:

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives we identify consider national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

OBJECTIVE 1

To define and articulate what '*belonging*' means and the tangible actions we can take to ensure all staff, students and parents / carers feel part of our community.

OBJECTIVE 2

Develop a parent and carer Equalities group to help support the development of policy and practice across the school.

The Equalities Plan that sets out each year how we intend to develop and achieve these objectives can be found on the schools website (policies).

Via the Human Resources service of Brighton & Hove City Council we have access to advice and guidance on equality matters relating to staff through the intranet, bulletins and advice given by HR professionals. Relevant policies are listed below:

Safer Recruitment Toolkit (includes equalities in employment issues in schools)

<http://wave.brighton->

[hove.gov.uk/supportingyou/equalities/StaffForums/Pages/default.aspx](http://wave.brighton-hove.gov.uk/supportingyou/equalities/StaffForums/Pages/default.aspx)

Schools Absence Management Procedure & Guidance (includes Fact sheets on Absence & Disability and Access to work; Q&As for Managers on Mental Health; Reasonable Adjustment Guidance for Headteachers)

<http://wave.brighton->

[hove.gov.uk/schools/HR/Pages/AbsenceManagementandOccupationalHealth.aspx](http://wave.brighton-hove.gov.uk/schools/HR/Pages/AbsenceManagementandOccupationalHealth.aspx)

Whistleblowing Policy

<https://wave4schools.brighton->

[hove.gov.uk/schools/Documents/HR%20for%20Schools/Model%20Whistleblowing%20Policyfor%20Schools%20-%202015.doc](https://wave4schools.brighton-hove.gov.uk/schools/Documents/HR%20for%20Schools/Model%20Whistleblowing%20Policyfor%20Schools%20-%202015.doc)

Wellbeing Framework (includes guidance on Work-Life Balance, Dignity & Respect at Work and Violence at Work/Incidence reporting)

<https://wave4schools.brighton->

[hove.gov.uk/schools/HealthSafety/Pages/WellbeingatWork.aspx](https://wave4schools.brighton-hove.gov.uk/schools/HealthSafety/Pages/WellbeingatWork.aspx)