



**Mayesbrook Park School**

Alternative Provision for young people in Barking and Dagenham

# EQUALITIES POLICY

**JANUARY 2017**

# EQUALITIES POLICY

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Version	Date	Control Reason
Version 2	January 2017	Update

Mayesbrook Park School is an inclusive service where we focus on the well-being and progress of every student and where all members of our community are of equal worth.

We strongly believe that the Equality Act provides a framework to support our commitment to valuing diversity, tracking discrimination, promoting equality and fostering good relationships between people in our service.

We welcome our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our service population; to explain how we have regard for equality; and to publish equality objectives to show how we plan to tackle particular inequalities and reduce or remove them.

The education we provide at MPS reflects the diversity of our society. The ethos of the Service supports the development of self-respect and self-esteem in all students, staff and the community it serves. We are proud of our community, in which all members have a right to be treated and valued equally regardless of race, class, gender, sexual orientation, size, religion or the challenges of disability or disadvantage.

Our policy endorses the three principles of inclusion in the National Curriculum

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students

## Rationale

### MPS aims to:

- present people of both sexes and from differing cultural, social and ethnic groups as individuals whose existence as humans we cherish and respect
- encourage students having some physical or mental difficulty to fulfil their potential by taking advantage of the full range of teaching and learning resources and to foster an atmosphere of positive discrimination towards those thus disadvantaged
- encourage all students to fulfil their potential
- encourage students to see diversity in our community and society as positive
- eradicate stereotyping, which leads to an inhibition of individual student abilities, preferences and aspirations
- acknowledge the effect external influences have on the development of equal opportunities across the service and to ensure that the policy is not undermined by these influences
- promote the involvement of parents, Governors, students, teachers, Learning Support Professionals, other non-teaching colleagues and the whole service community in supporting and developing the equalities programme

### Attainment and progress

Our aim is to ensure that all students achieve the highest standards. The MPS will monitor all achievement and progress in conjunction with the LA's equalities policy in order to offer every student the best possible educational opportunities. Student achievement is monitored by formal and informal procedures. It is analysed by gender, ethnicity and background. Our policy is underpinned by an appreciation and understanding of how race, class, gender, sexual orientation, size, religion or the challenges of disability or disadvantage impact on learning. In order to comprehensively monitor and evaluate our equalities policy we will need to:

- promote the involvement of parents, Governors, students, teachers, LSPs, other non-teaching colleagues and the whole service community in supporting and developing an equalities programme
- address any pattern of underachievement of a particular group through targeted curriculum planning, teaching and support
- encourage all students to take responsibility for their own learning through regular reflection on their progress
- use assessment systems and procedures which are free of gender, racial, cultural and social bias, avoiding stereotypical responses. Baseline assessment is used appropriately for all students
- ensure access to information for parents who do not have English as a first language

- ensure progress reports to parents are accessible and appropriate, in order to ensure all parents have the opportunity to participate in the dialogue
- all forms of achievement are recognised and valued

## **Attitudes and environment**

MPS operates in a climate which celebrates diversity. The service promotes positive approaches to difference, fostering respect for people and property. Language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, will not be tolerated. • there is high expectation of all students with regard to behaviour and attendance

- all forms of discrimination, including racism, sexism and homophobia, are recorded, monitored and dealt with in line with the service's behaviour and anti-bullying policies
- students, staff and parents are aware of procedures should incidents of discrimination arise and all staff operate consistent systems of rewards and discipline
- the service works in partnership with parents and the community to tackle specific incidents of harassment and to develop positive attitudes to difference. Visitors to the service are required to adhere to the MPS equalities policy
- staff receive training and are encouraged to explore their own views and attitudes to difference and to monitor their practice in relation to the equalities policy. Adults in the service take care to lead through example, demonstrating high expectations of all students
- it is recognised that cultural background may affect attitudes, opinions and behaviour. The service takes this into account when dealing with incidents of unacceptable behaviour
- students are encouraged to become independent and to take responsibility for their own behaviour

## **Admission, attendance and exclusions**

In order to promote equal access to learning experiences for all students, MPS will monitor patterns of admission, attendance and exclusion including information on gender, ethnicity, special educational needs and background. The service and families are aware of their rights and responsibilities in relation to student attendance, and absence is followed up by appropriate personnel who are aware of community issues. Comprehensive information about student ethnicity, first language, religion, physical and medical needs is included on all admission forms.

## **Recognising and dealing with discriminatory incidents**

When incidents of a discriminatory nature occur, it is our collective responsibility to challenge and intervene positively.

### **Manifestations of discrimination may be:**

- a student towards another student
- a student towards a member of staff
- a member of staff towards a student
- a member of staff towards another member of staff
- a parent or member of the public towards a student
- a parent or member of the public towards a member of staff

### **Actions which are clearly unacceptable and/or hurtful include:**

- derogatory and discriminatory name-calling, insults, comments and jokes
- discriminatory graffiti or any other written insult including text messages, websites and social networking sites
- provocative behaviour such as wearing discriminatory badges or insignia
- bringing materials such as leaflets, comics or magazines into service which are judged to be discriminatory or designed to diminish, including pornography
- attempts to recruit others to organisations and groups practising discrimination
- making threats against a person or group
- offensive and/or hurtful actions against a person or group
- physical assault against a person or group
- unwelcome suggestions or physical contact including varying degrees of sexual assault
- any other instances of discriminatory behaviour

Any or all of these actions will be seen as particularly serious when the perpetrator is in a position of power or authority over the victim.

## **Framework for staff dealing with discrimination**

It is important to explain to the perpetrators why their actions are regarded as derogatory and discriminatory. The nature of the incident should be considered when deciding on a course of action. For example, it may require action relating to one individual, a larger group or even an entire year group.

Staff will need to use their judgement as to the context of addressing the issue. If appropriate and possible, discussion with other colleagues is often helpful.

## **Dealing with incidents**

Coherence and consistency of practice are essential for effective action. The following are practical suggestions for dealing with discriminatory incidents:

- challenge the perpetrator(s) in a non-confrontational manner
- remove the perpetrator(s) from the lesson/situation
- establish the nature of the incident by obtaining a written statement from the perpetrator(s) and from those suffering the incident (the victim). Other witnesses may also be requested to provide written statements
- explain in detail to the perpetrator(s) the wrong done
- take appropriate action as determined by the nature of the incident, for e.g. whether consequences are appropriate or whether the member of staff feels it necessary to involve a member of the Senior Leadership Team

## **Follow-up and resolution of incident**

All discriminatory incidents will be recorded on an incident form that must be assigned a member of SLT for monitoring purposes. Staff must complete a record of the incident in the comments section of the incident form. Parents will be informed and, if appropriate, a meeting will be organised.

In all serious incidents, the Headteacher and Governors should also be informed.

## **Criteria for monitoring and evaluating discriminatory practices**

Discriminatory incidents within MPS must be examined within the general context of the service's behavioural patterns. In order to evaluate discriminatory behaviour, the service will need to monitor:

- the frequency of such incidents
- evidence of change following action taken
- evaluating the information available to identify any evidence of trends
- assessing the information relative to our perceived view of the frequency and nature of discriminatory incidents

## **Teaching and learning**

The MPS Teaching and Learning policy ensures that equalities issues are actively incorporated in classroom practice:

- all students are encouraged to become responsible for their own learning
- teaching is responsive to students' different learning styles in order to engage all students
- the teacher ensures that the classroom is an inclusive environment in which students feel all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them
- varied teaching styles including collaborative learning so that students appreciate the value of working together. All students are encouraged to question, discuss and collaborate in problem solving tasks
- student grouping in the classroom is planned and varied • teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities
- resources and displays reflect the experience and background of students, promote diversity and challenge stereotypes in all curriculum areas
- all resources are reviewed regularly to ensure they reflect the inclusive ethos of the service
- supporting and valuing students who are bilingual, or for whom English is not their first language
- using differentiated activities reflecting student abilities

- a focus on social, moral, spiritual and cultural aspects of learning and fundamental British Values

### **Individual staff responsibilities**

Action against negative and devaluing behaviour in respect of gender, race, special needs, religion, ethnic/national origins will be monitored by:

- identifying such behaviour
- dealing with the perpetrator
- supporting the victim
- dealing with the effect on the service and the community
- recording and reporting such incidents

### **Curriculum**

Each area of the curriculum is planned to incorporate the principles of equality and diversity in order to promote positive attitudes:

- all students have access to the mainstream curriculum
- the curriculum builds on students' starting points and is differentiated appropriately:
  1. for students with English as an additional language
  2. for students from minority ethnic groups, where necessary
  3. for students with SEND
- the content of the curriculum reflects and values cultural diversity
- the curriculum encourages students to explore bias and to challenge prejudice and stereotypes
- all subjects contribute to the spiritual, moral, social and cultural development of all students
- extra-curricular activities and special events cater for the interests and capabilities of all students and take account of parental concerns related to religion and culture
- informal events are designed to include the whole-service community and at times will target minority or marginalised groups
- choice of literature and text should reflect the diversity of the service

### **Departmental considerations**

- regular discussion of equal opportunities as an agenda item during meetings
- the materials and programmes of work in each department should reflect and value the service equalities policy
- in-service training that will enhance and develop the equalities policy and its implementation

### **Staffing – recruitment, training and continuing professional development**

The MPS equalities policy emphasises that all staff, including non-teaching and part-time staff, are given status and support:

- the induction of new staff addresses issues of equality
- staff training, handbooks and policies include equal opportunities issues
- all members of staff have access to INSET, which will enable professional development
- recruitment and selection procedures are fair and equal
- staff reflects ethnic and gender diversity at all levels
- the skills of all staff members are recognised and valued and staff are encouraged to share their knowledge
- staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community

### **Policy, leadership and management**

The MPS policies reflect a genuine commitment to equal opportunities throughout the service:

- the management of the service and the Governing Body set a clear ethos which reflects the service's commitment to all its students and staff and ensure that the equal opportunity ethos is both explicit and practised
- teaching and curriculum development are monitored to ensure high expectations of all students and appropriate breadth of content in relation to the service and wider community
- all staff are consulted in the decision making process
- additional grants and resources (such as those provided for Traveller students and for those with English as an additional language) are appropriately targeted and monitored
- we maintain access to all parts of the service building for students with physical disability

The Head of Service is the named senior member of staff responsible for equal opportunities in the service .  
The Heads of Centre are the named senior staff responsible for equal opportunities in their Centre

## **Recruitment and employment**

The Service refers to the Borough's equal opportunities policy in respect of recruitment and employment:  
"This Council is an equal opportunity employer and wholeheartedly supports the principle of equalities and diversity in employment. The aim of this policy is to ensure that no job applicant or member of staff receives less favourable treatment and that they are given the assistance needed to attain their full potential. Our employment processes and conditions will be free from discrimination and every effort will be made to remove any unnecessary and unjustifiable barriers to employment, training and promotion. We believe that it is in the Council's best interests and all those who work for it, to value and respect the diversity of every individual and to give equal opportunity to progress within the organisation."

## **Parents, Governors and community partnership**

- MPS will promote the involvement of parents, Governors, service staff and community partners in supporting, reviewing and developing an equal opportunities programme to meet the needs of the service and its wider community. We will strive to work closely with community organisations, particularly with local minority ethnic groups
- all parents are encouraged to participate at all levels in the full life of the service. Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups
- we will provide active support for parents and Governors from ethnic minority groups to encourage their involvement in all aspects of service life. A high priority will be placed on engagement and exchange with the service's community partners

## **Equality Act 2010**

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it

## **What are we doing to eliminate discrimination, harassment and victimisation?**

- we take into account equality issues in relation to admissions and exclusions
- we are aware of the Reasonable Adjustment duty for disabled students
- all appointment panels give due regard to this policy so that no one is discriminated against in terms of employments or promotion
- we actively promote equality and diversity through the curriculum
- our admission arrangements are fair and transparent, and we do not discriminate against students by treating them less favourable on the grounds of sex, ethnicity, disability, religion or belief, sexual orientation, gender and other protected characteristics

## **What are we doing to advance equality of opportunity between different groups?**

- we collect and analyse data in order to inform our planning and identify targets to achieve our attainment targets for students
- we have procedures to identify students with SEND
- we collect data and monitor progress and outcomes of different groups of students and use this data to support service improvement, taking action to close attainment gaps

## **What are we doing to foster good relations?**

- we prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our students
- we teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PD, RE and across the curriculum including our tutor time programme
- we use materials and resources that reflect the diversity of the service, the local community and British society
- we promote a whole service ethos and values that challenge prejudice language, attitudes and behaviour

## Monitoring and review

- all members of staff and the Governing Body have the responsibility of implementing this policy
- this policy will be reviewed every four years and equalities objectives information will be published annually

## APPENDIX

### Information about student population

Number of students on roll at the school: 187 for years 1 – 12 (based on Autumn 2016 Census)

### Information on students by protected characteristics:

#### SEND

	Number of students Years 7 - 11	% of School Population
EHCP (code E)	6	3.21%
SEN Statemented (code S)	8	4.28%
SEN Provision (code K)	88	47.06%

#### Ethnicity

Ethnic Group	Total Number	% of School Population
Any other mixed background	2	1.07%
Any other Asian background		
Any other Black background		
Any other ethnic group	1	0.53%
Any other White background	11	5.88%
Bangladeshi	1	0.53%
Black African	15	8.02%
Black Caribbean	5	2.67%
Gypsy/Roma	1	0.53%
Information Not Yet Obtained	57	30.48%
Pakistani	2	1.07%
Refused	1	0.53%
White - British	82	43.85%
White and Asian	1	0.53%
White and Black African	1	0.53%
White and Black Caribbean	7	3.74%



**Gender**

Year Group	Total Boys	Total Girls	Total
1	0	1	1
2	1	0	1
5	1	0	1
6	1	1	2
7	5	2	7
8	9	3	12
9	10	5	15
10	33	16	49
11	59	39	98
12	1	0	1

**FSM**

Year Group	FSM	% of Year Group	% of School Population
1	0	0.00%	0.00%
2	1	100.00%	0.53%
5	1	100.00%	0.53%
6	1	50.00%	0.53%
7	3	42.86%	1.60%
8	1	8.33%	0.53%
9	7	46.67%	3.74%
10	9	18.37%	4.81%
11	25	25.51%	13.37%
12	1	100.00%	0.53%

**Children Looked After**

MPS has nine children who are in care which is 4.81% of the total school population.

Year Group	Number of CLA
7	0
8	0
9	1
10	2
11	6