

# Parkstone Grammar School



## SINGLE EQUALITY STATEMENT

<b>DATE APPROVED</b>	January 2026
<b>APPROVED BY</b>	Students and Staff Committee
<b>NEXT REVIEW</b>	4 yearly plus annual review of objectives and data
<b>TYPE OF POLICY</b>	Statutory



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# SINGLE EQUALITY STATEMENT

## 1. AIMS OF THE POLICY

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to maintaining a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups, which is also covered within our spiritual, moral, social and cultural activities.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

For staff and prospective staff, this policy should be read in conjunction with the School's Employment Policies.

## 2. SAFEGUARDING

Student safety is of key importance in the work of all staff at Parkstone and the School wishes to ensure that leaders, managers and employees understand their responsibilities in relation to ensuring the implementation of all equality legislation to keep students safe.

## 3. CORE SCHOOL VALUES

This policy reflects the School's compassionate approach in all its dealings with employees and students, as well as the expectation that all staff will be committed to the implementation of all equality legislation.

## 4. SCHOOL AND LOCAL CONTEXT

Poole is a relatively affluent area but includes some super-output areas which have very high levels of deprivation. Some of our students will come from these areas and Income Deprivation Affecting Children Index (IDACI) data shows a wide spread of student scores although none at the very highest levels. The percentage of ethnic minority groups is lower than the national average and reflected in the school population; the School's Admissions policy applies equally to all areas and middle/combined schools.

Parkstone Grammar School has over 1250 students and nearly 200 staff. Its ethnic and socio-economic mix reflects that of Poole and the surrounding area. The school has a large number of part time staff reflecting our positive response to requests for flexible working.

Student attainment is very high with no specific group performing significantly weaker – analysis of this is done annually when the School Performance data is made available by the Department for Education.



The SENDCo analyses student outcomes for those students with a special educational need and ensures, along with the pastoral staff, that appropriate help is available which will include special arrangements being made to support students with any sort of disability.

## 5. PRINCIPLES

To fulfil our legal obligations, we are guided by a number of principles.

### a) All pupils, families and staff are of equal value

Equality of opportunity and inclusion are implicit in the ethos of the school and are enhanced by our single sex status. This very positive ethos promotes equality of opportunity in the widest sense and is supported by a curriculum which is accessible to all and a range of extra-curricular activities/trips which provides outstanding opportunities for all.

### b) We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantages that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made 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. This also includes people with a medical diagnosis of a progressive life-threatening condition e.g. cancer, HIV, or multiple sclerosis
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents, carers and students should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

### c) We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote positive attitudes and interaction between groups and communities different from each other and, an absence of harassment, victimisation and discrimination in relation to any protected characteristics. This is supported through events such as assemblies, Wellbeing lessons and other work in subject lessons, tutor time and around the school.



**d) We observe good equalities practice in relation to staff**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups, for example, our duty to make reasonable adjustments for disabled staff.

**e) We aim to reduce and remove inequalities and barriers that already exist**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other. Our ethos of high expectations and aspirations emphasises the importance of achieving one's "personal best" and support is provided for all members of the school community. Equity and excellence are achieved through: a curriculum that meets the needs of our students and is responsive to changing needs; excellent Careers Information, Advice and Guidance (IAG); a culture of setting high aspirations and analysis of results by different groups to evaluate our efforts.

**f) We consult and involve to ensure views are heard**

In the development of our policies, we engage with groups and individuals who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed via Student Voice; for parents, through parent governor representation and parental surveys, and for staff; through staff surveys and staff voice. Where necessary, we will consult more widely with specific groups.

**g) We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups. This is carried out in a variety of ways including; Citizenship activities such as the Poole Youth Forum and Youth Parliament, special assemblies such as Remembrance Day, links with schools overseas via cultural and language visits, and the promotion of a wide range of charitable causes and activities.

**h) We base our practices on sound evidence**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information is published annually on our website.

**i) We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered and the engagement we have been involved in as outlined above.

The objectives are published on our website and take into account both national, local and school level priorities. We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.



## 6. APPLICATION OF THE PRINCIPLES:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

## 7. ADDRESSING PREJUDICE AND RELATED BULLYING

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with according to the processes with the Department for Education or other appropriate bodies and the school's own policies and procedures.

## 8. ROLES AND RESPONSIBILITIES

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Students and their parents should inform a member of staff if they feel that they or their child is the subject of unlawful discrimination, harassment or victimisation.

## 9. HOW DO WE KNOW THAT THE POLICY IS WORKING AND IS BEING UPHELD?

This policy requires the setting of equality objectives on a four-yearly cycle, which are subject to annual progress reviews by the Governors and Leadership Group. In addition data is collected and monitored on an annual basis by the Governors and Leadership Group. Evaluation of this data may require the amending of the School's equality objectives.



## **10. LINKED POLICIES**

Parkstone Grammar School adheres to all equalities legislation and in addition to using this policy to promote equality in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff) has the following policies in place to support equality issues including eliminating unlawful discrimination:

- Admissions
- Anti-Bullying
- Behaviour
- Complaints
- Dignity at Work
- SEND
- Recruitment and appointments
- Grievance
- Code of conduct for school employees

## **11. WHO SHOULD PEOPLE CONTACT IF THEY HAVE A QUESTION ABOUT THIS POLICY OR A SUGGESTION FOR IMPROVEMENT?**

The member of the Leadership Group responsible for equal opportunities.