



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

Equalities Policy

Approved by: Governors

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Contents

1. Aims	3
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination	4
5. Advancing equality of opportunity	4
6. Fostering good relations	5
7. Equality considerations in decision-making	5
8. Equality objectives	5
9. Monitoring arrangements	6
10. Links with other policies	7



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED)

Our aim

We believe that every young person who attends MPS irrespective of individual characteristics, including gender, race, religion and belief, sexual orientation, gender identity, marital or civil partnership status, age, disability, and social background has the opportunity to be successful

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Promote positive relations across all characteristics – between people who share a protected characteristic and people who do not share it

Why is it important?

To be open, to learn and appreciate the diverse community and country that we live in. To have the confidence and maturity to be able to discuss, listen and understand about different cultures. To engage with positive role models and to develop a healthy curiosity for our multicultural society.

Intended impact

Through our Equality policy and RSJ programme, we aim to deliver an education and experience that will enable our young people to become positive, open minded members of our society. We aim to produce young people who are knowledgeable about equality and diversity and how this should be championed. To set high expectations for themselves, with no barriers to what they can achieve regardless of their ethnicity or start in life.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Jeff Goy. They will:

- Meet with the designated member of staff for equality every 6 months , and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Support in promoting knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality Paul Adams Assistant Headteacher will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every 6 months to raise and discuss any issues.
- Support the head teacher in identifying any staff training needs.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive information on the Equality Act as part of their induction. All staff receive training on equality and diversity on a termly basis.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate. The school follows its procedure when dealing with issues regarding equality and discrimination.



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes all subjects with an emphasis within personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in Art, pupils will be introduced to artists/influences from a range of cultures.
- Developing an assembly schedule that deals with relevant issues. Pupils will be encouraged to participate in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting local people to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our RSJ school council has representatives from different year groups and is formed of pupils from a range of backgrounds. We invite outside agencies and our own school police officers to deliver content on a variety of themes to pupils.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment

8. Equality and diversity objectives

Objective 1- Curriculum

To continue to develop a curriculum that reflects our community, locally, nationally and globally. Wherever possible the content delivered is relatable and thought provoking. To create a learning environment whereby students can engage with potentially difficult topics but where they feel supported to do so.

(To be reviewed with Link Governor every 6 months).

Objective 2- Refine the behaviour Incident analysis process

To develop a robust process where behaviour incident reports can be analysed for potential patterns or trends in relation to student's protected characteristics.

(To be reviewed with Link Governor every 6 months).

Objective 3- Staff recruitment

To use follow the borough's safer recruitment policy and when facilitating our recruitment process to anonymise candidates details to maintain equality within the process.

(To be reviewed with Link Governor every 6 months).

Objective 4 Gatsby Benchmark 3; To ensure we meet the needs of each pupil

Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's or college's careers programme should embed equality and diversity considerations throughout.

(To be reviewed with Link Governor every 6 months).

Objective 5- SEND

To ensure equality of access and opportunity for all learners regardless of SEND, medical or other identified needs.

(To be reviewed with Link Governor every 6 months).

9. Monitoring arrangements

Link Equalities Governor Jeff Goy and Paul Adams Assistant Headteacher will update the equality information we publish, every 6 months.

This document will be reviewed by Governor Jeff Goy and Paul Adams Assistant Headteacher at least every 4 years.

This document will be approved by Graham Blair Deputy Headteacher and Cathy Stygal, Headteacher.

10. Links with other policies and statements



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

This document links to the following policies:

- Accessibility plan
- Positive Behaviour policy
- RSJ Charter
- Safer Recruitment policy