



EQUALITY, DIVERSITY AND INCLUSION POLICY

School Policy:	Equality, Diversity and Inclusion Policy	
Date:	June 2026	
Policy Lead(s):	Nadeem Shah and Hollie-Mae Jones	
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1. Policy Statement

The Park Schools Federation is committed to providing an inclusive, welcoming and respectful learning environment where every child, member of staff, parent, governor and visitor is valued as an individual and treated with dignity, fairness and respect. We believe that equality, diversity and inclusion are fundamental to achieving excellence in education and are central to our vision, values and culture.

We recognise that every child has the right to achieve their full potential regardless of age, disability, race, ethnicity, religion or belief, sex, gender, sexual orientation or socio-economic background. We are committed to removing barriers to participation and achievement and ensuring that every member of our Federation community experiences a genuine sense of belonging.

Equality is not about treating everyone the same. It is about recognising individual needs, removing disadvantage and providing the support and opportunities required for everyone to flourish. We actively celebrate diversity and seek to create a culture in which differences are understood, respected and valued.

The Federation recognises that promoting equality is inseparable from safeguarding children. We understand that discrimination, prejudice and bullying can significantly impact children's wellbeing, attendance, achievement and mental health. Consequently, equality underpins all safeguarding practice across the Federation.

2. Federation Vision

At The Park Schools Federation we aspire to create schools where every child is known, valued and supported to become confident, compassionate and successful lifelong learners.

We believe that every child deserves access to a broad, ambitious and inclusive curriculum that reflects the diversity of modern Britain, promotes mutual respect and prepares pupils to become responsible citizens.

Our schools are communities where positive relationships are built upon kindness, respect, aspiration and inclusion. We strive to remove barriers to learning, celebrate individuality and ensure that every member of our community feels safe, valued and able to contribute.

Through high expectations, effective teaching, strong pastoral support and positive partnerships with families, we seek to ensure that all children achieve their potential irrespective of background or circumstance.

3. Aims

The purpose of this policy is to demonstrate how The Park Schools Federation fulfils its responsibilities under equality legislation and promotes equality of opportunity throughout all aspects of school life.

The Federation aims to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity for individuals who share protected characteristics; and foster positive relationships between people from different backgrounds and communities.

We are committed to ensuring that equality informs decision making, curriculum design, safeguarding practice, recruitment, professional development, resource allocation and school improvement planning.

Our aim is to develop pupils who demonstrate empathy, respect and understanding and who are equipped with the knowledge and values needed to contribute positively to an increasingly diverse society.

4. Legal Framework

This policy has been developed with reference to the following legislation and statutory guidance:

- Equality Act 2010
- Human Rights Act 1998
- Children Act 1989 and 2004
- Special Educational Needs and Disability Code of Practice (2015)
- Public Sector Equality Duty
- Keeping Children Safe in Education (Current Edition)
- Working Together to Safeguard Children
- Education Act 2002
- Education and Inspections Act 2006
- Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance
- Prevent Duty Guidance
- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- Ofsted Education Inspection Framework

The Federation also has regard to guidance issued by the Equality and Human Rights Commission and the Department for Education.

5. Public Sector Equality Duty

As a public body, The Park Schools Federation recognises its responsibilities under Section 149 of the Equality Act 2010.

In carrying out all of our functions we will have due regard to 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 those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

These principles are embedded within our strategic planning, leadership decisions, curriculum, safeguarding procedures and daily practice.

We recognise that equality is an ongoing process of continuous improvement rather than a single action or initiative.

6. Protected Characteristics

The Equality Act 2010 identifies nine protected characteristics. The Park Schools Federation will ensure that no individual experiences unlawful discrimination because of:

- age (employment only);
- disability;
- race, nationality or ethnic origin;
- religion or belief;
- sex;
- gender reassignment;
- sexual orientation;
- pregnancy and maternity;
- marriage and civil partnership (employment only).

The Federation also recognises that children may experience multiple forms of disadvantage due to factors such as poverty, caring responsibilities, special educational needs, being looked after, previous trauma, adverse childhood experiences, English as an Additional Language or mental health needs. While these

are not protected characteristics under the Equality Act, we recognise that they can significantly impact educational outcomes and wellbeing and we are committed to removing barriers wherever possible.

7. Our Commitment to Inclusion

The Park Schools Federation believes that inclusion is the responsibility of every member of our community.

We are committed to ensuring that every pupil has equitable access to high-quality teaching, enriching experiences, pastoral support and opportunities to participate fully in school life.

Our curriculum reflects the diversity of modern Britain and celebrates different cultures, beliefs, identities and family structures. We actively challenge stereotypes, prejudice and discrimination through carefully planned learning opportunities and positive role models.

Inclusive practice is embedded throughout teaching, assessment and wider school life. Staff adapt learning appropriately to meet individual needs while maintaining high expectations for every learner.

We recognise that genuine inclusion requires ongoing reflection. Leaders regularly evaluate policies, curriculum content, behaviour systems, safeguarding arrangements and school culture to identify barriers and improve outcomes for all pupils.

8. Equality and Safeguarding

The Park Schools Federation recognises that equality and safeguarding are intrinsically linked.

Children who experience discrimination, prejudice or exclusion may be at greater risk of poor educational outcomes, emotional harm, mental health difficulties or exploitation. Likewise, children with protected characteristics or additional vulnerabilities may face increased risks of bullying, online abuse, child-on-child abuse, hate incidents or discrimination.

In accordance with Keeping Children Safe in Education, all prejudice-related incidents are treated as safeguarding concerns where appropriate. Staff understand that discrimination can be a form of child-on-child abuse and that all concerns must be reported promptly through the Federation's safeguarding procedures.

The Designated Safeguarding Lead will ensure that incidents involving discrimination or prejudice are recorded, monitored and responded to appropriately. Where necessary, external agencies including Children's Social Care, Derbyshire Police and other safeguarding partners will be involved to ensure children receive appropriate protection and support.

Safeguarding education, PSHE, Relationships Education, Relationships and Sex Education and online safety education all contribute to promoting equality, respect, healthy relationships and inclusion across the Federation.

9. Definitions

The Federation adopts the definitions contained within the Equality Act 2010.

Direct discrimination occurs where an individual is treated less favourably because of a protected characteristic.

Indirect discrimination occurs when a policy, practice or procedure applies equally to everyone but has the effect of disadvantaging people with a protected characteristic.

Harassment is unwanted conduct related to a protected characteristic that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Victimisation occurs when an individual is treated unfairly because they have made, or supported, a complaint under equality legislation.

Prejudice refers to preconceived opinions, assumptions or stereotypes that may influence attitudes or behaviour towards individuals or groups.

The Federation recognises that discrimination may be conscious or unconscious and is committed to challenging all forms of prejudice through education, positive relationships and restorative practice.

10. Linked Policies

This policy should be read alongside the following Federation policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy
- Accessibility Plan
- Staff Code of Conduct
- Whistleblowing Policy
- Complaints Policy
- Relationships and Sex Education Policy
- Attendance Policy

- Recruitment and Selection Policy
- Health and Safety Policy
- Data Protection Policy

Together these policies establish a whole-school approach to equality, inclusion and safeguarding.

11. Roles and Responsibilities

Promoting equality, diversity and inclusion is the responsibility of every member of The Park Schools Federation community. Leaders, governors, staff, pupils, parents and visitors all contribute to creating an inclusive culture where everyone is treated fairly and respectfully.

Governing Board

The Governing Board has strategic responsibility for ensuring that the Federation complies with the Equality Act 2010 and fulfils the Public Sector Equality Duty. Governors will ensure that equality considerations are embedded within strategic decision-making, school improvement planning and policy development. They will receive regular reports relating to equality objectives, pupil outcomes, attendance, exclusions, safeguarding, prejudice-related incidents and the effectiveness of inclusive practice.

Governors will monitor the implementation of this policy, review equality objectives at least every four years, publish statutory equality information and ensure that sufficient resources are available to support equality and inclusion across the Federation.

Executive Headteacher and Senior Leadership Team

The Executive Headteacher has overall responsibility for ensuring that equality is promoted throughout every aspect of Federation life. Leaders will promote a culture in which diversity is valued and discrimination is challenged. Equality considerations will form part of strategic planning, curriculum development, safeguarding, recruitment, professional development and resource allocation.

Leaders will ensure that all staff receive appropriate equality, safeguarding and inclusion training, understand their responsibilities under the Equality Act 2010 and are confident in responding appropriately to discrimination, prejudice and child-on-child abuse.

Senior leaders will regularly review data relating to attendance, behaviour, exclusions, attainment, safeguarding, participation and wellbeing to identify any patterns or disparities affecting particular groups of pupils. Where inequalities are identified, appropriate interventions and improvement strategies will be implemented.

Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) has responsibility for ensuring that prejudice-related incidents which meet safeguarding thresholds are managed in accordance with Keeping Children Safe in Education and local safeguarding procedures.

The DSL will ensure that incidents involving discrimination, hate-related behaviour, child-on-child abuse or protected characteristics are recorded appropriately, monitored effectively and referred to external agencies where necessary. The DSL will also contribute to staff training and support leaders in evaluating safeguarding trends relating to equality.

Teaching Staff

Teachers play a central role in promoting equality through high-quality teaching, positive relationships and an inclusive curriculum. They are expected to maintain high expectations for every pupil whilst adapting teaching appropriately to meet individual needs.

Teachers will create learning environments where diversity is positively represented, stereotypes are challenged and pupils develop respect for others. They will identify barriers to learning, work collaboratively with colleagues and families and contribute to improving outcomes for all pupils.

Staff are responsible for recognising and responding appropriately to discriminatory language, prejudice-related incidents and bullying. Concerns must be reported promptly through the Federation's safeguarding procedures.

Support Staff

Support staff make an essential contribution to creating an inclusive environment. Through their daily interactions with pupils, families and colleagues they promote positive relationships, reinforce expectations and contribute to safeguarding.

Support staff are expected to challenge discriminatory language, report concerns and participate in relevant training to ensure they understand their responsibilities in promoting equality and inclusion.

Parents and Carers

The Federation recognises parents and carers as valued partners in promoting equality and inclusion. We encourage families to work collaboratively with the school, share concerns promptly and support children in developing respectful attitudes towards others.

Parents are expected to uphold the Federation's values and support our commitment to creating an environment free from discrimination, bullying and harassment.

Pupils

Pupils are encouraged to contribute positively to an inclusive school community where everyone feels respected, valued and safe. Through the curriculum and wider school experiences, pupils develop an understanding of equality, diversity, human rights and social responsibility.

Pupils are expected to treat others with kindness and respect, celebrate differences, challenge discriminatory behaviour and report concerns to a trusted adult whenever they experience or witness prejudice or bullying.

12. Equality within Teaching and Learning

The Park Schools Federation is committed to ensuring that every pupil receives an ambitious, inclusive and high-quality education regardless of background, need or protected characteristic.

Teachers maintain high expectations for all learners and use assessment information to identify barriers to learning, plan appropriate support and promote excellent outcomes. Teaching is adapted to meet individual needs while maintaining equal access to the full curriculum wherever possible.

The Federation recognises that equality does not always mean treating every child identically. Some pupils require additional support, targeted intervention, specialist resources or reasonable adjustments to ensure equitable access to education. Such adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice.

Learning environments are carefully planned to promote participation, independence, confidence and success. Staff actively encourage pupil voice and ensure that all children feel listened to, valued and represented.

13. Inclusive Curriculum

The curriculum plays a vital role in promoting equality, diversity and inclusion.

The Park Schools Federation provides a broad, balanced and ambitious curriculum that reflects the diversity of modern Britain and prepares pupils for life in an increasingly diverse society. Curriculum planning actively promotes respect, tolerance, empathy and understanding while encouraging pupils to value different cultures, identities, beliefs and experiences.

Staff carefully select resources, literature, historical perspectives and learning materials to ensure that they accurately represent diverse communities and challenge stereotypes. Leaders regularly audit curriculum content, displays, library books, assemblies and learning resources to ensure that they reflect the Federation's commitment to equality and inclusion.

Relationships Education, Relationships and Sex Education (RSE), Personal, Social, Health and Economic Education (PSHE), Religious Education and wider curriculum opportunities provide pupils with the knowledge and understanding needed to

develop healthy relationships, challenge discrimination and recognise the importance of equality and human rights.

The Federation also promotes Fundamental British Values by encouraging democracy, individual liberty, mutual respect, tolerance of different faiths and beliefs and respect for the rule of law.

14. Special Educational Needs and Disabilities

The Park Schools Federation is committed to ensuring that pupils with Special Educational Needs and Disabilities receive equitable access to education and are supported to achieve their full potential.

In accordance with the SEND Code of Practice, the Federation identifies pupils' needs at the earliest opportunity and works collaboratively with families, external agencies and specialist professionals to provide appropriate support.

Reasonable adjustments will be made wherever necessary to remove barriers to learning, participation and school life. These adjustments may include adaptations to teaching, the learning environment, assessment arrangements, communication methods, resources or physical accessibility.

The Federation recognises that pupils with SEND may experience additional vulnerabilities, including an increased risk of bullying, discrimination or exploitation. Staff receive appropriate safeguarding training to recognise these risks and ensure that pupils receive effective protection and support.

15. Attendance, Behaviour and Equality

The Federation recognises that attendance, behaviour and equality are closely linked. We are committed to ensuring that our policies and procedures are applied fairly, consistently and proportionately whilst recognising individual circumstances.

Attendance data is regularly analysed to identify any patterns relating to protected characteristics or vulnerable groups. Where barriers to attendance are identified, leaders work collaboratively with families and external agencies to provide appropriate support and remove obstacles to regular school attendance.

Behaviour expectations apply consistently to all pupils; however, staff recognise that some pupils may require additional support, reasonable adjustments or alternative approaches due to disability, SEND, trauma or other individual circumstances. Decisions relating to behaviour and sanctions are made fairly, proportionately and with due regard to statutory guidance.

The Federation adopts a restorative and relational approach to behaviour wherever appropriate, encouraging pupils to understand the impact of their actions, repair relationships and learn from their experiences.

16. Equality in Recruitment and Employment

The Park Schools Federation is committed to providing equality of opportunity throughout recruitment, employment and professional development.

Recruitment procedures are based upon merit, suitability and safeguarding requirements. No applicant or employee will be treated less favourably because of a protected characteristic.

The Federation promotes fair access to training, career development and leadership opportunities. Staff are supported to develop professionally through ongoing training and appraisal, enabling them to contribute fully to an inclusive school culture.

Reasonable adjustments will be made for employees and applicants with disabilities or other protected characteristics where appropriate.

All employment decisions are made in accordance with employment legislation, safer recruitment guidance and the Federation's safeguarding responsibilities.

17. Professional Development

The Federation recognises that effective equality practice depends upon knowledgeable and confident staff.

All staff receive equality, safeguarding and inclusion training as part of their induction and ongoing professional development. Training includes equality legislation, unconscious bias, protected characteristics, inclusive teaching, cultural awareness, prejudice-related incidents, child-on-child abuse and safeguarding responsibilities.

Leaders ensure that training reflects emerging national guidance, local safeguarding priorities and the needs of the Federation community.

Staff are encouraged to reflect on their own practice, challenge unconscious bias and contribute to the continuous development of an inclusive school culture.

18. Preventing and Responding to Prejudice-Related Incidents

The Park Schools Federation is committed to creating an environment where every member of the school community feels safe, respected and valued. We recognise that prejudice-related incidents, discrimination and bullying can have a significant impact upon children's wellbeing, mental health, attendance, engagement and educational achievement.

The Federation adopts a proactive approach to preventing prejudice through high-quality teaching, positive relationships, restorative practice and an inclusive curriculum. We actively celebrate diversity and provide pupils with regular opportunities to develop empathy, challenge stereotypes and understand the importance of equality and human rights.

Prejudice-related behaviour is never regarded as "banter", "childish behaviour" or an inevitable part of growing up. Every incident is taken seriously and addressed promptly, proportionately and consistently.

In accordance with **Keeping Children Safe in Education**, the Federation recognises that prejudice-related bullying may constitute **child-on-child abuse** and should therefore be considered a safeguarding concern where appropriate.

The Federation will ensure that appropriate support is provided to all children affected, while also educating those responsible for discriminatory behaviour in order to prevent recurrence.

19. Definitions

The Federation adopts the definitions contained within the Equality Act 2010.

Discrimination

Discrimination occurs when an individual is treated unfairly because of a protected characteristic. Discrimination may be direct, indirect, by association or by perception.

Harassment

Harassment is unwanted conduct related to a protected characteristic that has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

Victimisation

Victimisation occurs when an individual experiences less favourable treatment because they have made, supported or intend to make a complaint under equality legislation.

Prejudice

Prejudice involves assumptions, stereotypes or negative beliefs about individuals or groups because of their identity or protected characteristic. These attitudes may be conscious or unconscious and can influence behaviour and decision-making.

Prejudice-Related Incident

A prejudice-related incident is any incident perceived by the victim or any other person to have been motivated by hostility, bias or prejudice relating to one or more protected characteristics.

Such incidents may include, but are not limited to:

- racist behaviour or language;
- sexist or misogynistic behaviour;
- homophobic, biphobic or transphobic language or behaviour;

- disability discrimination;
- religious discrimination;
- prejudice relating to culture, nationality or ethnicity;
- online discrimination or hate speech;
- discriminatory graffiti or symbols;
- exclusion from activities because of a protected characteristic;
- discriminatory jokes or "banter";
- deliberate misuse of protected characteristics to offend or intimidate.

The Federation recognises that even where intent is absent, discriminatory language or behaviour may still have a harmful impact and will always be addressed.

20. Child-on-Child Abuse

The Park Schools Federation recognises that children are capable of abusing other children and that prejudice-related incidents, bullying and discriminatory behaviour may constitute child-on-child abuse.

In accordance with **Keeping Children Safe in Education**, child-on-child abuse may include:

- bullying (including cyberbullying and prejudice-related bullying);
- physical abuse;
- sexual violence;
- sexual harassment;
- online abuse;
- abuse within intimate personal relationships;
- initiation or hazing-type violence;
- discriminatory abuse motivated by protected characteristics.

The Federation understands that child-on-child abuse should never be dismissed as "banter", "part of growing up" or "children being children."

All concerns will be investigated promptly and managed through safeguarding procedures where appropriate.

The welfare of all children involved, including victims, alleged perpetrators and witnesses, will remain central to all decision-making.

21. Contextual Safeguarding and Trauma-Informed Practice

The Federation recognises that children's behaviour is influenced by the environments in which they live, learn and socialise. We therefore adopt a contextual safeguarding approach which recognises that risks may occur beyond the family home, including within peer groups, local communities and online environments.

We also recognise that children who display discriminatory behaviour may themselves have experienced trauma, adverse childhood experiences or unmet needs. Responses will therefore balance appropriate accountability with education, support and intervention.

A trauma-informed approach does not remove responsibility for harmful behaviour but seeks to understand underlying causes while maintaining high expectations and ensuring the safety of others.

Where appropriate, restorative approaches will be used to repair relationships and educate pupils about the impact of prejudice and discrimination.

22. Safeguarding Responsibilities

All members of staff have a responsibility to identify, challenge and report prejudice-related incidents.

Staff must never ignore discriminatory language or behaviour, regardless of whether the incident appears minor or whether the victim indicates that they are not upset.

Concerns should be reported immediately to the Designated Safeguarding Lead where:

- a child is considered at risk of harm;
- discriminatory behaviour forms part of wider safeguarding concerns;
- incidents involve online abuse;
- hate crime may have occurred;
- there are concerns regarding exploitation, radicalisation or child-on-child abuse;
- incidents are repeated or escalating.

The Designated Safeguarding Lead will assess each concern individually, undertake appropriate risk assessments and determine whether referrals to Children's Social Care, Derbyshire Police or other agencies are required.

23. Reporting Concerns

The Park Schools Federation is committed to ensuring that all members of the school community feel confident to report concerns.

Pupils

Children are encouraged to report any incident of discrimination, bullying or prejudice to any trusted adult within school.

Staff will listen carefully, reassure the child that they have done the right thing and explain what will happen next. In line with statutory safeguarding guidance, staff will never promise confidentiality where doing so could place a child at risk.

All concerns will be recorded on the Federation's safeguarding recording system and referred to the Designated Safeguarding Lead where appropriate.

Children will also be reminded regularly of other reporting mechanisms available within school, including worry boxes, pupil voice opportunities and other age-appropriate systems established by individual schools.

Parents and Carers

Parents and carers are encouraged to contact the school immediately if they have concerns regarding discrimination, prejudice or bullying involving their child.

Concerns will be listened to carefully, recorded appropriately and investigated promptly. The Federation will work collaboratively with families while ensuring that confidentiality, safeguarding responsibilities and data protection requirements are maintained throughout any investigation.

Parents will be kept informed of progress wherever possible, although information may sometimes be limited where safeguarding investigations or external agency involvement restrict what can be shared.

Staff

Staff who witness, receive or suspect discriminatory behaviour must act immediately.

Concerns should be recorded using the Federation's safeguarding recording system and discussed with the Designated Safeguarding Lead or a senior leader without delay.

Staff should never assume that another colleague has already reported an incident.

24. Investigation of Incidents

All reports of prejudice-related behaviour will be investigated thoroughly, sensitively and fairly.

Investigations will seek to establish:

- the nature of the incident;
- the views of all parties involved;
- whether safeguarding concerns exist;

- whether a criminal offence or hate incident may have occurred;
- whether additional support is required;
- whether wider patterns of behaviour are emerging.

Where appropriate, the Federation will work with external agencies including Children's Social Care, Derbyshire Police, the Local Authority and specialist services.

Records will be maintained in accordance with safeguarding and data protection legislation.

25. Support for Children

The Park Schools Federation recognises that prejudice-related incidents can have significant emotional, psychological and educational consequences.

Children who experience discrimination will receive timely pastoral support and safeguarding intervention where required. This may include emotional support, mentoring, restorative meetings, counselling, family support or referrals to external agencies.

Children responsible for discriminatory behaviour will also receive appropriate educational intervention aimed at developing understanding, empathy and positive behaviour.

Support plans will be proportionate to the needs of each child and reviewed regularly.

26. Responding to Hate Incidents

The Federation recognises that some prejudice-related incidents may constitute hate incidents or hate crimes.

Where appropriate, advice will be sought from Derbyshire Police and other relevant agencies.

The Federation will cooperate fully with external investigations while continuing to safeguard all pupils involved.

Incidents will be recorded, monitored and reviewed to identify patterns and inform future preventative work.

27. Recording, Monitoring and Review

All prejudice-related incidents will be recorded accurately using the Federation's safeguarding and behaviour recording systems.

Leaders will monitor incident data regularly to identify:

- recurring themes;

- vulnerable groups;
- locations or times where incidents occur;
- effectiveness of interventions;
- emerging safeguarding concerns.

Information gathered through monitoring will contribute to school improvement planning, equality objectives, safeguarding audits and curriculum development.

Governors will receive anonymised reports regarding prejudice-related incidents as part of their safeguarding and equality monitoring responsibilities.

28. Working in Partnership

The Park Schools Federation believes that promoting equality requires strong partnerships between schools, families and the wider community.

We will work collaboratively with parents, carers, local authorities, health professionals, Children's Social Care, Derbyshire Police and other agencies to promote equality, safeguard children and address discrimination effectively.

We will also engage with pupils through school councils, pupil voice activities and consultation to ensure that equality remains central to school improvement and that children feel safe, represented and listened to.

The Federation is committed to continuous reflection and improvement, recognising that equality is not a destination but an ongoing commitment to ensuring that every member of our community can thrive in an environment built upon dignity, respect and inclusion.

29. Equality Objectives

The Park Schools Federation recognises that achieving equality is an ongoing process requiring continuous evaluation, reflection and improvement. In accordance with the Equality Act 2010 and the Public Sector Equality Duty, the Federation will publish measurable Equality Objectives at least every four years and review progress against those objectives annually.

Equality Objectives will be developed following a comprehensive evaluation of the Federation's effectiveness. This evaluation will consider a wide range of evidence, including pupil attainment and progress, attendance, behaviour, suspensions, exclusions, safeguarding information, prejudice-related incidents, participation in wider school life, recruitment and workforce information, stakeholder consultation and feedback from pupils, parents, staff and governors. The Federation will also consider local demographic information, national priorities and emerging safeguarding issues when determining future objectives.

The Governing Board will receive an annual report outlining progress towards each Equality Objective, ensuring that equality remains central to strategic leadership and school improvement planning. Updated objectives and equality information will be published on the Federation website in accordance with statutory requirements.

30. Monitoring Equality and Inclusion

The Park Schools Federation is committed to ensuring that equality, diversity and inclusion are embedded throughout every aspect of school life. Leaders recognise that effective monitoring is essential to ensuring that all pupils, staff and members of the wider school community experience equitable opportunities and outcomes.

Equality will be monitored through a continuous cycle of self-evaluation, quality assurance and strategic review. Senior leaders will regularly analyse information relating to pupil attainment and progress, attendance, behaviour, suspensions, exclusions, safeguarding concerns, prejudice-related incidents, participation in enrichment opportunities, pupil voice, staff recruitment, professional development and stakeholder feedback. This information will enable leaders to identify any emerging patterns or disparities affecting particular groups of pupils or staff and to implement appropriate actions to remove barriers to participation and achievement.

The Federation is committed to using evidence-informed practice to improve outcomes. Where monitoring identifies inequalities or unintended barriers, leaders will undertake further investigation, consult with relevant stakeholders and implement targeted actions through the School Improvement Plan. The effectiveness of these actions will be reviewed regularly to ensure that improvements are sustained over time.

31. Monitoring the Implementation of this Policy

Responsibility for monitoring the implementation of this policy rests with the Executive Headteacher, Senior Leadership Team and Governing Board.

Leaders will evaluate how effectively equality is promoted throughout the Federation by reviewing teaching and learning, curriculum provision, safeguarding practice, behaviour systems, attendance, accessibility arrangements, staff development and wider school culture. Monitoring activities will include learning walks, lesson observations, curriculum reviews, safeguarding audits, scrutiny of behaviour and attendance information, review of prejudice-related incidents, consultation with pupils, staff and parents, governor monitoring visits and external quality assurance where appropriate.

The Governing Board will receive regular reports enabling governors to evaluate the effectiveness of the Federation's equality strategy, scrutinise outcomes for different groups of pupils and ensure that statutory responsibilities continue to be met.

The Federation recognises that equality is not a discrete initiative but a fundamental aspect of school leadership. Monitoring arrangements therefore form part of the

Federation's wider cycle of safeguarding, curriculum evaluation and school improvement.

32. Accessibility

The Park Schools Federation is committed to ensuring that disabled pupils, staff, parents and visitors are able to participate fully in school life.

Accessibility planning forms an integral part of the Federation's strategic planning and is reviewed regularly alongside this policy. The Federation will continue to improve access to the curriculum, enhance the physical environment where reasonably practicable and ensure that information is available in formats that meet the needs of individuals with disabilities or additional communication needs.

Reasonable adjustments will be considered on an individual basis in accordance with the Equality Act 2010. Decisions will always be informed by consultation with pupils, families, staff and relevant professionals to ensure that provision is appropriate, proportionate and effective.

The Federation's Accessibility Plan is published separately and should be read alongside this policy.

33. Staff Development

The Park Schools Federation recognises that creating an inclusive culture depends upon knowledgeable, reflective and confident staff. Professional development therefore plays a central role in promoting equality throughout the Federation.

All staff receive appropriate induction and ongoing training to ensure that they understand their responsibilities under equality legislation and safeguarding guidance. Professional development includes equality, diversity and inclusion, protected characteristics, safeguarding, child-on-child abuse, unconscious bias, trauma-informed practice, contextual safeguarding, SEND, adaptive teaching, cultural awareness, Prevent, British Values and strategies for recognising and responding to prejudice-related incidents.

Training programmes are reviewed regularly to ensure they reflect current legislation, local safeguarding priorities, emerging research and national guidance. Leaders also encourage staff to engage in professional reflection, share effective practice and contribute actively to the continued development of an inclusive Federation.

34. Consultation and Engagement

The Park Schools Federation believes that meaningful consultation strengthens decision-making and promotes a genuine culture of inclusion. The Federation is committed to engaging with pupils, parents, staff, governors and the wider community when reviewing equality practice, developing Equality Objectives and evaluating the effectiveness of this policy.

Pupil voice is central to this process. Through school councils, surveys, pupil leadership opportunities and curriculum discussions, children are encouraged to share their experiences and contribute to shaping an inclusive learning environment. Parents and carers are consulted through meetings, questionnaires and regular communication, while staff contribute through professional dialogue, surveys and collaborative review activities.

The Federation values the contribution of external professionals and partner agencies whose expertise supports continuous improvement and helps ensure that practice reflects current legislation and best practice.

35. Complaints

The Park Schools Federation encourages all members of the school community to raise concerns relating to equality, discrimination or inclusion at the earliest opportunity so that they can be addressed promptly and effectively.

Concerns will normally be managed informally in the first instance through discussion with the appropriate member of staff or school leader. Where concerns cannot be resolved informally, they will be managed through the Federation's Complaints Policy.

Allegations involving discrimination by members of staff will be managed in accordance with employment procedures, safeguarding guidance and the Staff Code of Conduct. Where incidents involve potential criminal offences or safeguarding concerns, the Federation will work closely with Children's Social Care, Derbyshire Police, the Local Authority Designated Officer (LADO) or other relevant agencies.

Throughout any investigation, the Federation will seek to ensure that all parties are treated fairly, respectfully and in accordance with the principles of natural justice, confidentiality and data protection legislation.

36. Publication of Equality Information

The Federation will publish this Equality, Diversity and Inclusion Policy together with Equality Information and Equality Objectives in accordance with the Equality Act 2010 and the Public Sector Equality Duty.

Published information will demonstrate how the Federation is meeting its statutory responsibilities whilst protecting the confidentiality of individuals and complying fully with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

Information will be reviewed regularly to ensure that it remains accurate, relevant and reflects current legislation and Federation practice.

37. Linked Policies

This policy should be read alongside the Federation's Child Protection and Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety Policy, SEND Policy, Accessibility Plan, Attendance Policy, Relationships and Sex Education Policy, PSHE Policy, Staff Code of Conduct, Whistleblowing Policy, Complaints Policy, Recruitment and Selection Policy, Safer Recruitment Policy, Health and Safety Policy and Data Protection Policy. Collectively these documents establish a coherent framework for safeguarding, inclusion, equality and the promotion of positive relationships across the Federation.

38. Policy Review

The Governing Board and Executive Headteacher are responsible for ensuring that this policy remains effective, compliant and reflective of current legislation and best practice.

The policy will be reviewed annually as part of the Federation's policy review cycle. Earlier review will take place where changes to legislation, statutory guidance, local safeguarding procedures or national priorities require amendment, or where monitoring activities indicate that improvements are necessary.

As part of the annual review process, governors will receive a detailed evaluation of the policy's effectiveness. This evaluation will include progress towards Equality Objectives, analysis of equality information, attendance, behaviour, suspensions, exclusions, safeguarding trends, prejudice-related incidents, staff development, stakeholder feedback and any recommendations arising from external reviews or inspections.

The outcomes of this evaluation will inform future strategic planning and ensure that equality remains embedded within the Federation's culture, curriculum, safeguarding arrangements and continuous improvement processes.

39. Legislative Framework and Guidance

This policy has been developed with reference to current legislation and statutory guidance, including the Equality Act 2010, the Human Rights Act 1998, the Public Sector Equality Duty, the Children Acts 1989 and 2004, the Education Act 2002, the Education and Inspections Act 2006, the SEND Code of Practice, Keeping Children Safe in Education, Working Together to Safeguard Children, the Prevent Duty Guidance, the statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, the Ofsted Education Inspection Framework, the United Nations Convention on the Rights of the Child and guidance published by the Equality and Human Rights Commission.

40. Conclusion

The Park Schools Federation is proud to be an inclusive community where diversity is celebrated, individuality is respected and equality is embedded throughout every aspect of school life.

We believe that every child has the right to learn, grow and flourish within a safe, ambitious and nurturing environment where they feel respected, valued and able to achieve their full potential. Through effective leadership, strong safeguarding practice, an inclusive curriculum and meaningful partnerships with families and the wider community, we will continue to promote equality of opportunity, challenge discrimination and foster a culture in which everyone experiences dignity, belonging and success.

For The Park Schools Federation, equality is more than a statutory responsibility. It is a fundamental principle that underpins our vision, informs our decision-making and shapes the experiences of every member of our school community.