Equalities Policy
2026/27

Mayesbrook Park School
Alternative Provision for young people in Barking and Dagenham

Written by:	**Cathy Stygal**	**Approved by: Governors**
Date:	**23/09/2026**	**Last reviewed on: 23/09/2026**
Next review:	**01/09/2027**	

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Key Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it. The protected characteristics are:
- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our aim

We believe that every young person who attends our school 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.

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.

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, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

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

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/carers
- 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
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality Sean Canni 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 headteacher in identifying any staff training needs, and deliver training as necessary

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

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 training on the Equality Act as part of their induction, and 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.

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
- 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- 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

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 teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality considerations in decision-making

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

We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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 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.

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).

Monitoring arrangements

Link Equalities Governor Jeff Goy and Sean Canni Assistant Headteacher will update the equality information we publish, at least every year.

School specific equality objectives will be reviewed by the governing board at least every 4 years.

This document will be reviewed by the governing board annually, to ensure conintuned compliance with PSED.

The document will be approved by the governing board and Headteacher, Cathy Stygal.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Positive behaviour policy
- Safer recruitment
- SEND policy
- SEND information report