



**Greenfields Primary School**

**Equality Policy**

## Approval

<b>Signed by Head teacher / Chair</b>	<i>Kate Day</i>
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## Introduction

The legal and local framework for this policy is:

- The Equality Act 2010

This requires the school to:

- publish annual information to demonstrate compliance with the Equalities Act 2010
- set one or more specific, measurable equality objectives that further the aims of the equality duty every four years

The Act outlines for schools three general duties to promote equality by:

- **eliminating discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the Act
- **advancing equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **fostering good relations** between persons who share a relevant characteristic and persons who do not share it.

To fulfil the three aims of the general duty the school have three sets of specific duties. These are:

- to **collect, analyse and publish** information about their progress in achieving the three general duties of equality legislation
- decide on certain **specific and measureable objectives** that they will pursue over the coming years to achieve the three aims and publish these objectives
- and when undertaking the first two sets of specific duties **engage** with people who have a legitimate interest – including all staff (both teaching and administrative), all parents, carers, pupils, local groups, organisations and individuals as appropriate.

The Act protects pupils from discrimination and from harassment based on protected characteristics. The protected characteristics relevant for the schools provision are:

- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy and maternity
- religion or belief
- sexual orientation
- age (staff only)
- marriage and civil partnerships (staff only)

The principle underlying the concept of equality of opportunity is that treating people equally does not necessarily involve treating them the same. Account will be taken of people's differing experiences, needs and histories, and the differing challenges and barriers which they may face. The school seeks to achieve equity for all members of its community and make all reasonable adjustments to ensure that children are not disadvantaged compared with their peers.

## **School Context**

Greenfields is situated at the southern end of South Oxhey, which is a 1950s overspill estate that consists mainly of housing association accommodation with some privately owned property. The area is surrounded by some of the most exclusive and expensive areas in Hertfordshire.

The estate is mainly white British. The once low ethnic minority numbers have increased significantly over the last five years from around 10% to 25% currently. There are 24% of children with English as an additional language and a further small number of pupils who hear a second language spoken at home.

The school has no looked after children currently registered. 18% of pupils have free school meals. 19% of children have SEND and six have an Educational Health Care Plan.

The school works closely with other local schools and is part of an active consortium with strong learning partnerships. External agencies are frequently asked to support pupils and their families. The school is committed to integrated practice and uses the CAF process as appropriate.

The school actively seeks to promote adult learning and has regular family learning courses as well as school based opportunities for parents to work with their children. Links with a local college and other providers include the provision of a range of adult learning opportunities which supports the development of adult learning within a community where very few continued their learning after the age of 16.

The school welcomes volunteers, both parents and members of the local community, from different cultures, ages and religions to work with the children. We offer places to students from local schools, colleges and universities. This adds to the diversity we try to create in the school which gives the children an awareness of the range and depth of society beyond South Oxhey.

## **Vision and Values**

Greenfields School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment.

A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Greenfields School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement and work hard to help children develop into confident, responsible and caring people ready to be citizens of a multi-cultural society.

We aim to:

- provide a secure environment in which all our children can flourish and be healthy, stay safe, enjoy and achieve and make a positive contribution
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- plan systematically to improve our understanding and promotion of diversity
- actively challenge discrimination and disadvantage
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- seek the input of stakeholders in relevant improvement plans, policies and procedures
- publish and share our policies and with the whole community
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- have high expectations of behaviour which demonstrates respect to others.

## **Curriculum**

The school believes that every child is entitled to a broad, balanced and coherent curriculum which builds on pupils' starting points and is differentiated to ensure the inclusion of:

- boys and girls

- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral and cultural development of all pupils. We cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

### **Teaching and Learning**

- Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate.
- Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils.
- Pupil grouping in the classroom is planned and varied.
- Teaching styles include collaborative learning so that pupils appreciate the value of working together.
- All pupils are encouraged to question, discuss and collaborate in problem solving tasks.
- Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas.
- They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

### **Assessment, Pupil Achievement and Progress**

- Pupil performance is monitored by formal and informal procedures and is analysed by ethnicity and gender.
- Monitoring is carried out by the management team at regular intervals.
- Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support.
- The school ensures, where possible, that assessment is free of gender, cultural and social bias.
- Staff use a range of methods and strategies to assess pupil progress, applying strategies that are appropriate to individual children.
- Staff have very high expectations of all pupils and they continually challenge them to reach higher standards.
- The school recognises and values all forms of achievement.
- Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

### **Behaviour, Discipline and Exclusion**

- The school expects high standards of behaviour from all pupils.

- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.
- All staff operate consistent systems of rewards and discipline.
- Pupils, staff and parents are aware of policies and procedures for dealing with unacceptable behaviour including bullying.
- Pupils know that any language or behaviour, which is racist, sexist or potentially damaging to any minority group, is always unacceptable.
- Clear procedures are in place to ensure that all forms of bullying and harassment, including religious, racist, sexist and homophobic are dealt with promptly, firmly and consistently and are in line with LEA and National policies and guidance.

### **Challenging Harassment and Bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

### **Admissions and Attendance**

- Steps are taken to ensure that the school's admissions process is fair and equitable to all pupils.
- Comprehensive information about pupil's ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms.
- The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up.
- Provision is made for leave of absence for religious observation which includes staff as well as pupils.
- Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to address any disparities between different groups of pupils.

### **Partnership with Parents**

- All parents/carers are encouraged to participate fully in the life of the school.
- The school takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community.
- Information and meetings for parents are made accessible to all.
- Support is given to read and interpret news letters, reports and other documents when this is required.
- Progress reports to parents/carers are accessible and appropriate, in order that all parent/ carers have the opportunity to participate fully.
- Information material for parents/carers is easily accessible in user friendly language and could be made available in languages and formats other than English if appropriate.
- The school works in partnership with the parents to address specific incidents and to develop positive attitudes to difference.

## **Staff Recruitment and Professional Development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in staff inductions;
- Supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation.

## **Responsibilities**

### **The Governing Body**

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation
- meet requirements to publish the Equality Policy and Equality objectives/action plan
- ensure that the school's policy and its procedures and strategies are carried out and monitor the impact to ensure it informs future plans
- scrutinize the recording and reporting procedures at least annually
- follow the LA's admissions policy and the school's Nursery admissions policy, which is fair and equitable in its treatment of all groups
- monitor attendance and take appropriate action where necessary
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body
- provide information in appropriate, accessible formats
- be involved in dealing with serious breaches of the policy
- be pro-active in recruiting high-quality applicants from under-represented groups.

### **The Head teacher**

It is the Head teacher's responsibility to:

- implement the policy and its strategies and procedures
- ensure that all staff receive appropriate and relevant continuous professional development
- actively challenge and take appropriate action in any cases of discriminatory practice
- deal with any reported incidents of harassment or bullying in line with LA guidance
- ensure that all members of the school community are aware of, and comply with, the school's equality and diversity policy
- produce a report on progress for governors annually.

### **The staff**

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type harassment and bullying

- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the school's culture
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation
- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

### **Breaches of the Policy**

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

### **Disability Equality Statement**

The aim of our school is to ensure that wherever possible disabled people have the same opportunities as non-disabled people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability.

Appropriate measures will be taken to ensure that statutory duties are met

- not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In addition, steps will be taken to ensure that employees and those working with the school's authority:

- support the governing body in meeting their duties
- do not act in such a way that renders the governing body liable to a claim of discrimination

Staff and those working with the authority of the school are made aware of the basic requirements of the Equality Act 2010

There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated and any reasonable adjustments will be made.

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils:

- ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance
- reviewing staffing arrangements to ensure that the school is in a position to administer medication if required in exceptional circumstances
- ensuring there are special arrangements in place for disabled pupils who are taking examinations
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:

- creating an ethos and culture which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability
- asking parents during the admissions process about the existence of any disability
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies

Our school believes that improving access to education and educational achievement by disabled pupils:

- ensures equality of opportunity
- encourages full participation in society
- improves the likelihood of independent living and economic self-sufficiency in the future

We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

- We improve the accessibility of the physical environment within the resources available in response to needs arising.
- We identify and monitor the performance of different groups of pupils: boys/girls; minority ethnic groups; SEN; disabled pupils; “Looked After” pupils; EAL; chronic medical conditions.
- Assessment procedures take into account the SEN Code of Practice (2001) and its Toolkit; the needs of EAL pupils; the needs of minority ethnic pupils.
- We have procedures for involving all parents/carers in their children’s learning and we monitor this involvement and the outcomes.
- We have procedures for involving all pupils in their own learning and we monitor this involvement and the outcomes.
- Educational inclusion is an integral part of the school development programmes, continuous professional development and governors’ meetings.
- We deploy resources to pupils with SEN in excess of the expectations of the SEN Code of Practice 2001

## **Ethnicity and Race Equality Statement**

We will:

- ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable
- respect and value differences between people
- prepare pupils for life in a diverse society
- make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued
- promote good relations between different racial and cultural groups within the school and within the wider community
- ensure that an inclusive ethos is established and maintained
- acknowledge the existence of racism and take steps to prevent it
- oppose all forms of racism, racial prejudice and racial harassment
- be proactive in tackling and eliminating unlawful discrimination

### **Gender Equality Statement**

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment, including sexual orientation, gender identity and reassignment. Conditions for learning (eg. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls.

### **Religion and Belief**

- respect and value the different religious beliefs held by people within our society
- prepare pupils for life in a diverse society
- make the school a place where everyone, whatever their religious beliefs, feels welcomed and valued
- promote good relations between different religious groups within the school and within the wider community
- ensure that an inclusive ethos is established and maintained
- acknowledge the existence of religious prejudice and take steps to prevent it
- be proactive in tackling and eliminating religious discrimination

### **Monitoring and Reviewing**

This policy is reviewed annually. It is linked with the school improvement plan and promotes race equality within the school. This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community. The Headteacher is responsible for equality and will evaluate the effectiveness of the policy and report to governors annually.