

Greenleys Junior School



LEARNING *for* LIFE

Single Equality Policy

Date of Approval:	27 January 2020
Date of Next Review:	January 2021
Signed: Executive Headteacher	
Signed: Chair of Governors	

Document History

Date	Change Reference	Summary of Change
02/01/2019	Page 8	Updated Focused Priorities for 2019-2020

Introduction

Greenleys Junior School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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

Our approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, respect and value difference and understand that diversity is a strength.

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or adults or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age, marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils and staff.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school improvement plan, self-evaluation review, school web site and newsletters.

There are also references in the behaviour and engagement, admissions and SEN policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team.

What we are doing to eliminate discrimination, harassment and victimisation?

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Executive Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect and respectful relationships for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief or sexual orientation.

Behaviour, Exclusions and Attendance

The school policy on Behaviour and Engagement - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs.
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum.
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data bi-termly (3x a year) and take action to reduce incidents

What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and publish data:

- On the school population by gender and ethnicity.
- On the % of pupils identified as having a special educational need and/or disability and by their principal need or disability.
- By year group – in terms of ethnicity, gender and proficiency in English/Maths.
- On inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English/Maths.
- We publish an analysis of standards reached by different groups at the end of each key stage. We analyse:
 - All our different Ethnic groups.
 - Boys / Girls.
 - Homegrown / Non.
 - Free School Meals / Non.
 - EAL / Non.
 - All SEN SA, SA+ & St.
 - Looked after Children.

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.

We use a range of teaching strategies that ensures we meet the needs of all pupils. We provide support to pupils at risk of underachieving and we are alert and proactive about the potentially damaging impact of negative language in matters such as religion or beliefs, race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious backgrounds.
- Girls and boys.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We also have running an Accessibility Plan (See School Website) designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural (SMSC) development of our pupils. We have a dedicated SMSC leader and SMSC threads through the School Improvement Plan.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.

Publishing Equality Objectives (see School Improvement Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality data analysis (within Data Reviews) which inform our discussions about the Equality Objectives.

Our SIP Objectives for 2019-2020 are:
(See SIP for specific detail and expansion to these)

The Rationale for our Whole School Priorities 2019-20		
Priority	Targets for School Improvement	Key Drivers (Leads)
Whole School Priority 1	To increase the range of vocabulary used and understood by the pupils to raise overall attainment in reading and writing, ensuring opportunities for vocabulary development are embedded across the curriculum. (Impact)	CWe/MKn/KRa
Rationale for FP1 <ul style="list-style-type: none"> Attainment in writing in all year groups is low overall. Data starting points as of T1 2019 show: Y3 = Yr4= 65% (14% above), Yr5 = 60% (15% above), Yr6 = 43% (5% above) Attainment in reading in all year groups has dipped from previous years. Data starting points as of T1 2019 show: Y3 = Yr4= 74% (23% above), Yr5 = 56% (20% above), Yr6 = 67% (10% above) FFT question level analysis shows that in the May 2019 reading paper children found questions concerning 'words in context' and 'enhanced meaning' the most challenging. This affected the Middle prior attainers more than other groups. The trend over three years also supports this as an area of focus Our new GIVERS curriculum puts a higher focus on the importance of a wide and rich vocabulary *See 18-19 Term 6 Data Review for a full breakdown of different groups attainment and progress		
Whole School Priority 2	To develop, refine and embed our GIVERS curriculum to fulfil our vision to inspire, create and achieve. (Intent) (GIVERS = Global citizens; Independent, confident learners; Vocabulary immersed; Experience rich; Respectful and well equipped for being part of their community; Secondary ready)	KRa/JFr and curriculum team
Rationale for FP2 <ul style="list-style-type: none"> Children at risk of underachievement (ARU) is high at GJS (data to be updated), meaning children do not always have the opportunities and experiences to encourage them to become global citizens in our changing modern world. Children at GJS do not always have experience of life beyond the local area including taking an active role in community events From conversations with our children it is clear that many of them are not aware of important issues which extend beyond the academic Although the majority of children are secondary ready when they leave GJS, they often lack long-term aspirations and future goals 		
Whole School Priority 3	To ensure the implementation of our GIVERS curriculum is as robust as it can be by ensuring consistency of strong teaching practice across the school and the development of bespoke support packages for key colleagues. (Implementation)	JFr/VTh
Rationale for FP3 <ul style="list-style-type: none"> Recent changes to the teaching staff structure mean that leaders need to develop a clear picture of the strengths and areas for development of all teaching staff 2019/20 sees the continuation of support offered to both newly arrived and existing staff to ensure consistency in teaching and learning across the school To continue to develop a supportive yet challenging environment to maintain our Ofsted rating of 'Outstanding' Recent reviews would highlight the need to continue focus on this area Consistency of approach is key to ensuring our children feel settled, safe and ready to learn Bespoke plans will support those earlier in their teaching careers to develop their skills and raise pupil outcomes 		

<ul style="list-style-type: none"> Bespoke plans will support and challenge those who are further through their teaching careers to ensure the highest expectations and clear value for money are achieved The school will now continue to build its staff team using strengths within the school and through partnership work 		
Whole School Priority 4	To develop 3 key staff roles to ensure that the organisation and the community it works alongside has a clearly thought out well-being strategy leading to higher rates of attendance for staff and pupils.	VTh/TMc/JGa/LWe
Rationale for FP4 <ul style="list-style-type: none"> Pupil attendance has fallen below our target of 96% for the past two years Pupil Premium children are the majority of our persistent absentees (74% - 17/23 pupils and 15% of our overall PP children were classed as PA) Rates of staff absence are high enough to cause disruption to pupils learning opportunities Parent ambassador and Director of well-being are both new roles to the school The role of the learning mentor needs greater definition 		

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

- 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. A member of the governing body has a watching brief regarding the
- implementation of this policy. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Head of School and Leadership team

- The Head of School is responsible for implementing the policy on a daily basis; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- An SLT/UPS member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

Teaching and Support Staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.
- Plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of religion or beliefs, race, gender and disability.
- Maintain the highest expectations of success for all pupils.

- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on specific school systems as part of induction.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Key contacts

Staff responsible for equalities: Executive Headteacher, Head of School and Deputy Headteacher
Governor responsible for equalities

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Disseminating the policy

This Equality Policy along with the Equality Objectives are available:

- On the school website.
- As paper copies in the school office.

APPENDIX ONE

Check list for school staff and governors

<ul style="list-style-type: none"> The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training. 	
<ul style="list-style-type: none"> This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides. 	
<ul style="list-style-type: none"> The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders. 	
<ul style="list-style-type: none"> The school publishes information to demonstrate purposeful action on the general duties. 	
<ul style="list-style-type: none"> The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when their trends or patterns indicate a need. 	
<ul style="list-style-type: none"> The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives. 	
<ul style="list-style-type: none"> A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes. 	
<ul style="list-style-type: none"> The school ensures that all staff understand and implement the key requirements of the Equality Policy. 	
<ul style="list-style-type: none"> The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy. 	
<ul style="list-style-type: none"> The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference. 	
<ul style="list-style-type: none"> All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and pupil working parties. 	
<ul style="list-style-type: none"> The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern. 	
<ul style="list-style-type: none"> Visual displays and multi-media resources reflect the diversity of the school community. 	
<ul style="list-style-type: none"> Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and assemblies. 	
<ul style="list-style-type: none"> The school environment is increasingly accessible to pupils, staff and visitors to the school – including the acoustic environment. 	
<ul style="list-style-type: none"> Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered. 	
<ul style="list-style-type: none"> The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information. 	
<ul style="list-style-type: none"> The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled. 	

Context

Within the Equality Act 2010, there is an equality duty on all public bodies including schools, the purpose of which is to embed equality considerations into their day to day work; this should facilitate the tackling of discrimination and inequality, thus contributing to a fairer society

Objective 1:

To ensure that every member of the school community feels safe, comfortable and valued.

Success criteria:

- 100% of survey returns show the objective to be so.

Objective 2:

To facilitate access to the curriculum by ensuring appropriate reasonable adjustments are in place for pupils with a disability.

Success criteria: the reasonable adjustments implemented will clearly demonstrate the positive impact on access to the curriculum, in addition to meeting the specific physical or emotional needs of identified pupils.

Objective 3:

To ensure appropriate provision is in place to facilitate the development of spoken and written language acquisition for pupils identified as having English as an additional language.

Success criteria:

- Pupil current levels of language acquisition are recorded and monitored.
- In-house or external bespoke support programmes are implemented.
- Language acquisition levels increase and pupils access the curriculum more readily.

Objective 4:

To ensure alternative and appropriate provision is made for pupils from specific religious groups who opt out of acts of collective worship and/or school based religious events

Success criteria:

- The school will, in consultation with parents of identified pupils, ensure there is appropriate alternative provision during acts of collective worship and at specific times in the calendar