

GREYSBROOKE PRIMARY SCHOOL



EQUALITY STATEMENT

Greysbrooke School Equality Statement

Legal Framework

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender and of maternity and pregnancy), religion and belief and sexual identity.
- We welcome our duty under the education and Inspections Act 2006 to promote community cohesion.
- We recognize 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.

Aims

Equality of opportunity at Greysbrooke Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement within an ethos of 'Nurture, Inspire & Grow'. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and community members.

We aim to promote equality of opportunity and good relations across all aspects of school life. We do this by:

- Creating an ethos in which pupils and staff feel valued and secure;
- Building self-esteem and confidence in our pupils, so they can use these qualities to achieve their full potential and become rounded citizens of the wider community;
- Having consistent expectations of the pupils and their learning;
- Removing or minimising barriers to learning, so that all pupils can achieve;
- Ensuring that our teaching takes into account the learning needs of all pupils through our curriculum and lesson planning;
- Actively tackling discrimination and promoting equality through our curriculum;
- Making clear to our pupils what constitutes aggressive and discriminatory behaviour;
- Ensuring class and school resources reflect society as a whole;
- Having clear procedures for dealing with discriminatory incidents that are understood by all;
- Ensuring all pupils develop mutual respect through the school ethos, teachings and adult example.

These aims are designed to ensure that our school meets the needs of all of its community, taking account of the nine protected characteristics; race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment. It is important that at Greysbrooke we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Greysbrooke's Commitment to Equality for All

- Ensuring that all pupils and staff are encouraged and able to achieve to their full potential;
- Respecting and valuing differences between people;
- Preparing pupils for life in a diverse society;
- Acknowledging the existence of discrimination and taking steps to prevent it
- Making Greysbrooke a place where everyone, irrespective of a protected characteristic, feels welcomed and valued;
- Promoting good relations between groups within the school and the wider community;
- Ensuring that an inclusive ethos is established and maintained;

- Opposing all forms of discrimination and harassment;
- Being proactive in tackling and eliminating unlawful discrimination.

Greysbrooke School Ethos

We oppose all forms of racism, harassment, prejudice and discrimination. Greysbrooke School publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school. All staff foster a positive atmosphere of mutual respect and trust among pupils from all groups. We cater for the dietary and dress requirements of different groups subject to health and safety regulations.

Greysbrooke School enables pupils and staff to celebrate festivals and other events relevant to their particular diversity and actively encourages all pupils to understand these.

Clear procedures are in place to ensure that staff deal with forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

Pupils, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable. Staff are trained to deal effectively with bullying, discriminatory incidents, harassment and prejudice. Our ethos is reflected in the following principles which apply to the full range of our policies and practices including those that are concerned with:-

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

Principle 1: All learners are of equal value

- We see all learners and potential learners, and their parents and carers as 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
- Whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and men and women, are recognised
- Religion, belief or faith background
- Sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

- Our policies, procedures and activities should promote:
- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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

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

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to 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.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and a greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both men and women, girls and boys
- Gay people as well as straight

Principle 8: We base our practices on sound evidence

We maintain quantitative and qualitative information about our progress towards greater equality. The school has an analyses up to date data on the composition of its pupils broken down by year group, gender and proficiency in English. This includes details about significant differences and attainment between girls and boys. The school uses entry and transition information to share provision to meet the diverse needs of pupils and has data on its pupils broken down by special educational need.

Principle 9: Objectives

Our objectives include:

- To focus attention to the needs of specific groups of pupils especially those for whom English is an additional language and for children with specific medical/health educational needs.
- Maximising coverage in the curriculum of equalities issues particularly with regard to tackling prejudice and promoting community cohesion and understanding diversity.

The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

The Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. The curriculum builds on pupils' starting points and is differentiated where appropriate 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 looked after by the local authority;
- Pupils who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. 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, social and cultural development of all pupils. Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Teaching & Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued. All pupils have access to the mainstream curriculum. Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs.

Teachers take positive steps to include all groups or individuals. Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender, SEN and social background.

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 encourage pupils to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the principles in paragraph 4
- Support pupils in their class for whom English is an additional language
- Keep up to date with equalities legislation relevant to their work

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, Achievement & Progress

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is as free of gender, cultural and social bias as possible, and that assessment methods are valid.

The school monitors and analyses pupil performance by gender, ethnicity, SEN and those entitled to pupil premium and is therefore able to identify groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve 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 progress. All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment that summarises what they have learnt. Information from assessment is used to inform future learning. Staff use a range of methods and strategies to assess pupil progress.

Behaviour, Discipline and Exclusions

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. It is recognised that having a protected characteristic may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline as stated within the school's behaviour policy.

Pupils, staff, parents and governors are aware of procedures for dealing with harassment. They know that any language or behaviour that is damaging to any minority group is always unacceptable.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia.

Personal Development and Pastoral Care

Pastoral support takes account of differences, and the experiences and needs of all individuals.

Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt with in accordance with school policies and provided with relevant support to consider and modify their behaviour.

Admissions and Attendance

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admission forms.

The school and families are aware of rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues. Religious observance: we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Provision would be made for pupils on extended leave so that they are able to continue with their learning.

Leadership and Management

- School policies reflect a commitment to equal opportunities.
- The governing body and the school leadership set a clear ethos that reflects the school's commitment to equality for all members of the school community.
- The school promotes positive approaches to valuing and respecting diversity.
- The school leadership will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.
- Governors and Staff contribute to policy documents. Parents can request to see policies and have their views taken note of.

Staffing: Recruitment and Professional Development

- The school adheres to recruitment and selection procedures that are fair, equal and in line with statutory duties and LA guidelines.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Partnership with Parents and the Community

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue. Where a need is identified, governors will ensure rapid response to individual needs i.e. hearing loop, language – access to translators.

All parents are encouraged to participate at all levels in the full life of the school. The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents. Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

Responsibilities

The governing body and headteacher will ensure that the school complies with all relevant equalities legislation. The governing body and headteacher will ensure that the policy and related procedures and strategies are implemented. The headteacher will ensure that all staff members are aware of their responsibilities under the policy.

Monitoring and Review

At Greysbrooke we collect, analyse and use data in relation to achievement broken down as appropriate according to special educational needs, language, gender and a number of other categories which support our comprehensive tracking of pupil progress.

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

Equality Targets at Greysbrooke School

Each year Greysbrooke school will set specific equality targets to improve the provision set out within this policy.

School equality objectives for 2015-2017 are:

1. To further improve accessibility for pupils with medical conditions within school. Arrange appropriate provisions and training.
2. To improve the availability of accessible information to disabled pupils
3. To further improve the physical environment of schools

1.Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

Improving the Curriculum Access at Greysbrooke School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum in accordance with the new mastery and deeper mastery expectations.	Undertake an audit of staff training requirements and commence a programme of CPD	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	December 2016	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing April 2016 to April 2019	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the	Review and implement a preferred layout of	Lessons start on time without the need to make adjustments to	September 2017	Increase in access to the National Curriculum

participation and independence of all pupils	furniture and equipment to support the learning process in individual class bases	accommodate the needs of individual pupils		
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2.Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally. The information should take account of pupils’ disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing as needs arise	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing as needs arise	Delivery of school information to parents and the local community improved

Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses with Speech and Language Services, Visual Impairment Service	Awareness of target group raised	Ongoing (last training undertaken 19.05.2015)	School is more effective in meeting the needs of pupils
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3.Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. Improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms and providing designated storage space.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like e.g. through concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as specialist pens and pencils.

Improving the Physical Access

Item	Activity	Timescale
Doors	Anti-glare film to be applied to new doors	December 2017
New build	Ensure that the new Capital Build project includes accessible internal doors, adequate lighting/heating/ventilation/floor covering and the provision of a quiet area to enhance access for children with learning disabilities. Compliance with Disability Discrimination Act	March 2017