



Single Equality Policy

Date: June 2022

Review date: June 2023

SINGLE EQUALITY POLICY
Greenmount Primary School 2022-2023

Equality Statement

At Greenmount Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We strive to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all. At Greenmount Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us. We offer a curriculum that is underpinned by British values and reflective of the wider community. We aim for all children to become well rounded, respectful global citizens who CLIMB to the top of their mountain.

The legal framework

We welcome our duties under:

(1) The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of;

- age (as appropriate for schools);
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion and belief;
- sex;
- sexual orientation

(2) The Public Sector Equality Duty- to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified, having due regard to:

- Eliminating unlawful discrimination, harassment and victimisation.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively we will collect data related to the protected characteristics stated and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

Guiding Principles

To support the implementation of our Equality statement and to fulfil our statutory duties we are guided by seven principles.

Principle 1: All members of the school and wider community are of equal value.

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or socio- economic circumstances
- whatever their gender and sexual identity
- whatever their religious or non-religious affiliation or background
- whatever their age.

Principle 2: We recognise and respect diversity, treating people equally does not necessarily involve treating them all the same.

Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to 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 and sexual orientation so that the different needs and experiences of girls and boys, women and men lesbian, gay, bisexual and transgender people are recognised;
- religion belief or faith background;
- sexual identity; and
- age (where appropriate).

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

We intend that 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, or national origin, and an absence of prejudice-related bullying and incidents. Positive interaction exists in our curriculum for example, where children have opportunities for collaborative project work and discussions with our link school in Kenya. We also have links with the local Care home, the Mosque and the Church.
- mutual respect and good relations between boys and girls, women and men, lesbian, gay, bisexual and transgender people and an absence of sexual and homophobic harassment; and
- promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values.

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, or national origin;
- whichever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity; and
- whatever their age.

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

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

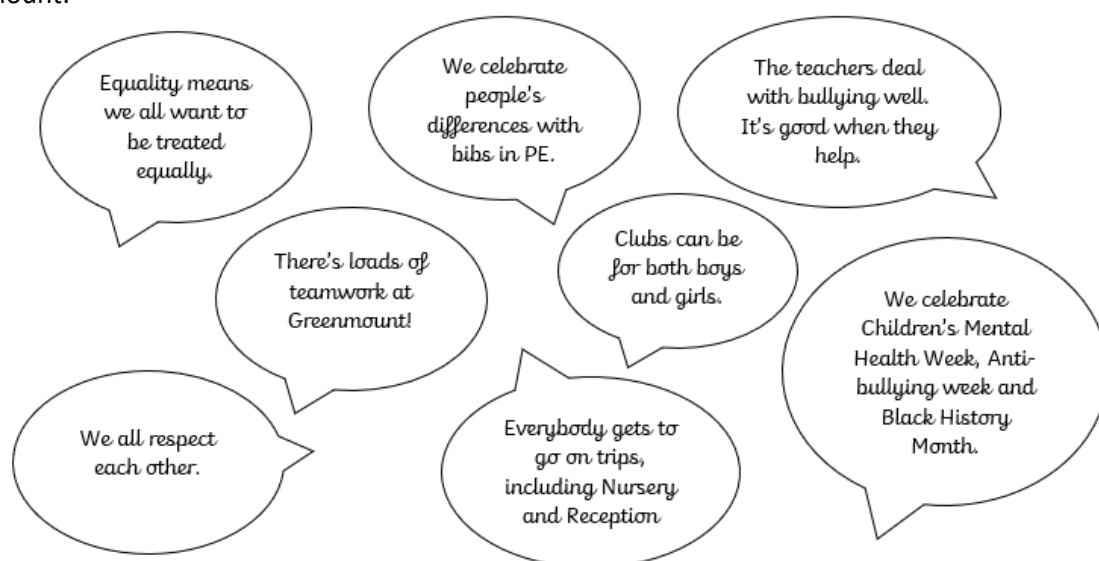
- disabled and non-disabled people
- *people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- lesbian, gay, bisexual and transgender; and
- age (where appropriate).

Principle 6: People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones.

Where possible we consult and involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, and girls and boys;
- lesbian, gay, bisexual and transgender people; and
- people of different ages and generations.

Greenmount School Council meet once a month to discuss pupil voice towards school life and potential concerns of pupils within their classroom. The School Council discussed what equality means to them at Greenmount:



Principle 7: We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and 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 women and men, girls and boys.
- lesbian, gay, bisexual and transgender people; and
- people of different ages and between generations.

The School Council and Eco Council regularly help to organise fundraising events that often include a local charity and a more global charity, with children becoming increasingly aware of how they can help to make the world a more positive place.

The curriculum

We recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. To do this teaching and learning will;

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Promote attitudes and values that will challenge discriminatory endeavour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;

- Ensure that the PSHE curriculum covers issues of equalities, diversity, religion, human rights and inclusion;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groups;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils.

Training and development

We will ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

Ethos and organisation

We ensure that the guiding principles apply also to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment;
- pupils' and staff personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff and governor 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;
- participation of groups in wider school activities; and
- preparing all members of the learning community for living and positively contributing to a diverse society.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices related to disability and special educational needs
- prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism, Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

Roles and responsibilities

- The governing body is responsible for ensuring that the school complies with current legislation, and that this policy statement and its related procedures and strategies are implemented.
- The Equality Governor or a member of the Governing Body is responsible for monitoring the implementation of this policy statement.
- The head teacher is responsible for implementing the policy statement; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- Senior members of staff have day-to-day responsibility for co-ordinating implementation of the policy statement.
- All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - challenge and deal with any prejudice-related incidents that may occur
 - identify and challenge bias and stereotyping in the curriculum
 - support pupils in their class for whom English is an additional language. Teachers assess new arrivals to Greenmount using the EAL Bells Assessment Framework, then termly targets are set for that child. We have welcome booklets in a variety of languages for families new to Greenmount. Classrooms display a wealth of diversity through their displays and resources including books in different languages.
 - keep up-to-date with equalities legislation relevant to their work.
 - ensure that pupils have the opportunity to have their voices heard with regards to equality issues. This is shown through pupils being elected democratically to be part of the School Council and Eco Council. They meet half termly to discuss issues and to put discussions into actions.

Information and resources

The content of this policy statement is shared regularly with all staff and governors and, as appropriate, to all pupils and parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail. Multi-cultural and inclusive resources are found in every classroom around the school, including displays of different languages, ethnicities, and books in different languages.

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.

Breaches of the policy statement

Breaches will be dealt with through the relevant policies and procedures, for example the grievance or disciplinary policy

Monitoring and review

Quantitative and qualitative data will be collected relating to the implementation of this policy and adjustments made as appropriate. This will include parent and pupil surveys throughout the year.

Publishing information on the school's public sector equality duty

This policy is available electronically on the school website, in hard copy on request at the school office and in the staff handbook and governor induction packs.