



**International
School Award
2021–24**

Equality



Well School Partnership
South Leeds
Physical Activity • Physical Education • Sport



Equalities 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 aim 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 shaped with our children in mind, 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.

Guiding Principles

In fulfilling 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
- 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 and Eco Council meet once a half term to discuss pupil voice towards school life and potential concerns of pupils within their classroom. Parental consultations are used to support the development of new policies and the curriculum.

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:

- Everyone is represented regardless of age, gender, race, sexual orientation, disability of people.
- Inspirational people are celebrated by using Assemblies that often focus on global and national celebratory days.
- People of a wide range of ethnic, cultural and religious backgrounds. This is taught through the global partnership that we have with our partner Primary School in Kenya, a linking programme with the local residential care home; Pennington Court, and through strong connections with the local community such as the local Mosque and the local Church.
- We establish links with other schools in England and local area.

Greenmount Primary has our wider community at heart. We have a team of family support workers that help parents in all areas of life. Family coffee mornings are hosted at least once a term. We host weekly ESOL classes, run by staff from the LA Employment and Skills team and we are part of the JESS Cluster.

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.

We remove barriers to learning through a robust Graduated Approach and seek the support of external professionals when necessary.

There are a variety of after school clubs on offer such as football and music that target different groups of children.

Practical application of these principles

In the light of the principles stated above the following characteristics have been considered in order to identify practical objectives and plans of specific action:

- disability
- ethnicity
- gender
- sexual orientation
- religion and belief
- age

These objectives are published on the school's website.

The curriculum

We will actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above.

Our curriculum works very hard to ensure that children develop a culture capital and are highly aware of themselves and how their actions can impact their local and global community. The curriculum consistently emphasises the schools CLIMB motto and children strive to do their best by developing a growth mindset and positive attitudes to learning. The teaching of PSHE helps to challenge stereotypes of racism, ensuring that children have awareness of bullying and anti-bullying and we offer a proactive and reactive curriculum.

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 principles listed above 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
- Equality training for governors can be booked through Leeds for Learning
- prejudices reflecting sexism and homophobia

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.

Tackling Discrimination

Harassment or prejudice on account of race, gender, SEND or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Designated Safeguarding staff where necessary.

All incidents are reported to the Headteacher and recorded on CPOMS.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur (but not inclusive) are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress, etc.
- Refusal to co-operate with other people on grounds of race, religion, gender, disability or sexual orientation.

Responding to and reporting incidents

The reporting of incidents is made clear to all staff and pupils. This is achieved through the promotion of our school values, the expectations as detailed in our Behaviour and Relationship Policy and Anti-bullying policies. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

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 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. Inclusive days are celebrated throughout the school such as the 'Anti bullying,' odd socks day.
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language. Every child who is a new arrival at Greenmount is assessed using the EAL Bells Assessment Framework, then termly targets are set for that child. There are translated welcome booklets in a range of different languages and translated forms to help to welcome new families 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.

10. Information and resources

1. The content of this policy statement is shared regularly with all staff and governors and, as appropriate, to all pupils and parents and carers.
2. 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.

11. 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.

12. Breaches of the policy statement

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

13. Monitoring and review

- quantitative and qualitative data will be collected relating to the implementation of this policy and adjustments made as appropriate. This is done by yearly parental questionnaires and discussions of this policy with parents and carers.
- in particular achievement data, broken down as appropriate according to special educational needs and disabilities, ethnicity, language, religious affiliation, national origin, gender and age (as appropriate) will be analysed and used to inform objectives.

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.

Date approved by the Governing Body: 15.11.2023

Review date: Summer Term 2024