



Equality and Cohesion Policy 2017

Equality and Cohesion Action Plan 2017

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Equality and Cohesion

1. School Catchment.

1.1 Local Population

Greenmount serves a population which is identified as suffering from multiple deprivation compared with other part of the city and the country as a whole. The following facts help to put the school in context: (Beeston & Holbeck – Land Use Framework – Feb 2005) and Social Profile.

- The area has double the Leeds unemployed rate.
- The ethnic minority population is significantly higher than the city average.
- Families are large.
- Levels of educational attainment are low amongst adults and the number of those with no qualifications is significantly higher than the city average.
- We have the lowest car ownership of any area.
- 60% of properties in the area are in poor repair.
- Transient population with younger households moving in and out of the area.
- Lone parent households are higher in Leeds than on the whole.

1.2 School Character and Circumstances.

Greenmount is very popular school serving mostly the local immediate community. We do have families who live out of the area and choose to bring their children to us. Greenmount has a large Muslim population of 75% and 5% refugees. We have a mobility rate between 16% and 25%. Our staff team reflects the cosmopolitan nature of the city. We need to ensure that this policy promotes best practice.

2. Legislation

We welcome our duties, set down in law, as they make the world a better place. See appendix.

At Greenmount we ensure that we comply with the **Equality Act 2010** (which replaced all anti-discrimination laws).

3. Equality and Cohesion Policy.

- This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations and our duty relating to disability and sex equality. It also explains what this means for the whole school community.
- At Greenmount we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.
- This school will actively promote race equality, community cohesion and our capacity for interaction, and will oppose racism in all its forms.
- If successful, every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society but also in the wider context of an independent world. They will be receptive and respectful in regard to other peoples identities.

We aim to achieve this through...

3.1 Teaching, Learning and the National Curriculum.

The N.C, when taught to a high standard, addresses the critical themes of heritage, respect, faith, values and having fun together. Our teachers consistently reach high standards in performance management and appreciate the opportunities presented by:

- Hands on, collaborative cross-curricular approaches to T&L which empowers pupils, ensures equality of access, promotes working together and unfolds diversity.
- An R.E scheme (L.C.P) which enhances the understanding of "belonging".
- EAL provision for "new arrivals" which makes children welcome and ease transition.

- Aspect of good literature which develop empathy, describe role models and explain diversity.
- History which highlights the contribution and influence of different people and cultures of British life.
- Oracy lessons which maximise opportunities for pupil voice and opinion e.g. carpet pairs, role play, creative solutions.
- a P.H.S.E. programme, led by circle time, which discusses fairness, anti-racism, disability and encourages the "sympathetic ear".
- a programme of visits and visiting which expands pupils' horizons and one which enables children of disability to participate
- geography, art and P.E. which emphasize positive views of the world around us and develop "awe and wonder".
- a curriculum which is accessible to boys and meets the needs of G & T e.g. use of Qwizdom, mini-laptops, one with regular positive feedback and rewards.
- Teaching staff strive to provide resources which give positive images and which challenge stereotypical ones. All staff challenge any incidence of prejudice or racism.

3.2 Partnerships

- We have very close links with Hamara (a multi-faith resource centre) with mainly BME staff. Their professional sports coaches are motivational, their open days on faith and community involvement are informative and team building activities are rewarding. Coaches teach at lunchtime and in our after school clubs.
- Our volunteers (from two companies -lawyers and accountants) open up the world of work for pupils and show them what opportunities Leeds has to offer pupils as well as supporting their reading.
- Our Aim Higher programme which links school with Leeds

Metropolitan University lets pupils know that higher education is fun, rewarding and open to all.

- Governors are reflective of the Leeds population as a whole and are professional and non- professional members as well as BME participants. They use a self-evaluation on-line programme at every meeting to ensure they reach the highest standard of performance.
- We have close reciprocal arrangements and visits with a Catholic school and a school with a predominately Muslim population. This arrangement impacts on pupil's understanding of diversity and they meet members of different communities.
- Our sports fixtures with other local schools remind pupils that sport overcomes gender, race and disability issues.
- Our school liaises with specialists to support individual's needs of pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctor, the school nursing team, social workers and the staff of the voluntary and statutory agencies we benefit from the LA's advice, and its provision through the Hearing Impaired and Visually Impaired services and respite faculties for challenging pupils. See provision map.

3.2 Achievement and Standards.

Our assessment and tracking framework equips us to identify negative as well as positive trends. We use:

- Assessment for Learning (AFL). Raise Online.
- Data analysis using Otrack,