



Greenholm School Equality Policy

Overarching statement

At Greenholm we are a school that is welcoming, safe and creates an environment which values and supports learning for everyone. We work hard to create an ethos that promotes inclusive practice for all, by providing a consistent and fair approach, which is supportive of the continual emotional development of all and by demonstrating mutual respect, openness and honesty.

RATIONALE

At Greenholm School we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, cultural and religious background, sexuality, disability or special educational needs and ability.

The schools personalised action plan supports the main themes above. Teachers have received training on different approaches to supporting children and all lessons observed have the progress of different groups identified.

The performance and the difference in performances are discussed during staff meetings and within different discussions (Performance Management / Professional Development / midpoint reviews etc.)

AIMS

The school aims to work actively to promote equality and to foster positive attitudes and commitment to an education for equality. We will do this by:

- Treating all those in school as individuals with their own particular abilities, beliefs, challenges, attitudes, backgrounds and experiences.
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encourage everyone within the school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

In accordance with the Equalities Act 2010 and our school values and ethos, we will respect the equal human rights of all our pupils and educate them about equalities issues.

- We will respect the equal rights of our staff and other members of the school community.
- In order to do this, we will comply with relevant legislation and implement school plans in relation to Accessibility and SEND
- All decision and policies will be written to consider the implications for people with particular protected characteristics.
- The school will endeavour to ensure that the four kinds of unlawful behaviours (direct discrimination; indirect discrimination; harassment and victimisation) * are addressed according to the appropriate legislation and school policy.
- We will ensure that no member of the school community is prejudiced by Association.
- We will ensure that no member of the school community is prejudiced by Perception.

At Greenholm School we will endeavour not to discriminate against any person on the grounds of the following '**PROTECTED CHARACTERISTICS**'.

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender assignment
- Pregnancy or maternity – this also applies to paternity and adoption leave
- Marriage and Civil Partnership
- Age



Roles and Responsibilities.

The Governing Body is responsible for:

- Ensuring that the school complies with the relevant equality legislation;
- Ensuring that the school Equality Scheme and its procedures are followed;
- Meeting the reporting requirements

The Headteacher is responsible for:

- Making sure the school equality scheme and its procedures are followed;
- Making sure that disability and accessibility plans are readily available and that the Governors, staff, pupils and their parents and guardians know about them;
- Producing regular information for staff and governors about the plans and how they are working.
- Making sure all staff know their responsibilities and receive training and support carrying these out
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender and /or disability.
- Both Headteacher and Governors are responsible for regular monitoring and review of these policies as legally required.

All staff are responsible for:

- Dealing with racist, homophobic and other hate-incidents (logged in back of incident logs or CPOM);
- Being able to recognise and tackle bias and stereotyping;
- Promoting equal opportunities and good race relations;
- Avoiding discrimination against anyone for reasons linked to any of the characteristics;
- Keeping up to date with the law on discrimination;
- Taking up training and learning opportunities

The Head teacher and DHT along with all the staff are responsible overall for dealing with reports of hate- incidents.

All visitors and contractors are responsible for knowing and following our Equality policy.

PRACTICE AND PROCEDURE

To ensure that we are meeting the Equality Duty:

The SEND plan is published and reviewed annually.

The Accessibility plan is published and reviewed annually.

The curriculum we provide is evolving and based on the key skills and by use of the ACHIEVERS tools and PSHRE curriculum children are given strategies to deal with issues that may contravene any of the characteristics.

The aims of the school will be reviewed and updated to ensure that they are in line with the school's inclusive nature.

The behaviour, Safeguarding and bullying policy will be reviewed annually.

Raised awareness by all staff about the diverse community needs and staff actively planning a wider range of activities to ensure that the diversity is celebrated.

Positive Action

In some circumstances in order to meet the needs of all pupils' strategies or programmes will be put in place in different ways so they can receive the same standard of education as everyone else. The school will take proportionate steps to help particular groups of pupils to overcome disadvantages connected to protected characteristics (like gender, race, sexual orientation etc.).

These steps will be based on need/disadvantage/low participation and are not excessive, they will be lawful – for example organising 'female only' maths groups, where participation of girls in the subject is clearly disproportionately low, or organising separate support classes for ethnic minority children who do not speak English. The impact and proportionality of this will be measured using various strategies (provision mapping, data analysis, performance management discussions).

All staff are aware of their responsibilities to log racial incidents in the back of the incidents logs and ensure matters are dealt with appropriately.



Gender reassignment

Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This definition means that in order to be protected under the Act, a pupil will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender, or proposing to do so. Any child showing overt feminine or masculine tendencies whilst being of the opposite sex i.e. very feminine boys or masculine girls be that in terms of their physical appearance or behaviour may be placed on the vulnerable children's register and monitored for any incidents of mistreatment by either staff or pupils.

Disability equality

Greenholm School will work to promote disability equality. A person is disabled if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day duties. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

- Consultation with and involvement of disabled people will be ensured by consultation with parents and further supported by the SEN practices and procedures.
- Barriers to learning will be minimised and all reasonable adjustments will be made to ensure this. All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.
- When planning the curriculum, the school will take every opportunity to promote and advance equality.
- When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.
- The school will develop an appropriate curriculum for all pupils in all vulnerable groups.
- The school will ensure PSHRE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

Curriculum

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

When planning the curriculum, the school will take every opportunity to promote and advance equality. All areas of the curriculum are reviewed to ensure that it reflects the diverse community and enables pupils to value and respect everyone. Subject content is reviewed and evaluated for bias, both conscious and subconscious and pupils are supported in developing the skills to question sources.

The school will ensure PSHRE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

Collecting and Using Information:

In accordance with Data protection Act 2018, personal data will be lawfully collected and processed in line with principles and practices outlined in the data protection policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

Parent/Carers

Parents and carers are able to access the policy and will be encouraged to participate in supporting implementing the policy if any issue relating to the policy and procedures are not adhered to.

MONITORING AND REVIEW.

The school will monitor the impact of this scheme on pupils, parents and staff; in particular, we will monitor the impact of our policies on attainment levels of children.



To monitor our pupil's attainment, we will collect information about pupil's performance and progress, analyse it and use it to examine trends. To help interpret this information, we will monitor other areas that could have an adverse impact on pupil's attainment such as:

- Cultural background of staff
- Exclusion
- Curriculum provision for different groups of pupils
- Rewards and consequences
- Membership of Governing body
- Parental involvement
- Working with the community
- Support advice and guidance

Monitoring information will help us to see the progress we are making towards meeting our equality provision and ensure we are addressing the protected characteristics. In particular it will help us to:

- Highlight differences between pupils
- Analyse why these differences occur and how we can change them
- Review the effectiveness of current targets and objectives
- Decide upon further action and improve data
- Rethink targets in relevant strategic plans
- Make links with performance management as necessary
- Act to make improvements.
- Analyse provision maps
- Keep track of vulnerable children

ASSESSING IMPACT

We will use Birmingham's guidelines to assess and monitor impact of policies on all pupils, parents and staff. In particular key questions will be used to support analyses.

These are

- Do we help all pupils achieve as much as they can, and get the most from what is on offer, based on individual needs?
- Which groups of pupils are not achieving as much as they can and why not?
- How can we explain the differences?
- Does each relevant policy include aims to deal with differences that have been identified between males and females?
- Do policies lead to action to deal with differences that have been identified?
- What are we doing to raise standards and promote equality of opportunity for pupils who are underachieving and who may need extra support?
- Is action taken appropriate and effective?
- Does each relevant policy include aims to promote equality and harmony, prevent or challenge discrimination?

* 'Prohibited Conduct' (acts that are unlawful):

- Direct discrimination - Less favourable treatment because of a protected characteristic.
- Indirect discrimination - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- Harassment - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- Victimisation - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- Discrimination arising from disability - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- Gender re-assignment discrimination - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- Pregnancy/maternity related discrimination - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- Discrimination by association or perception - For example, discriminating against someone because they



care for a disabled relative.

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