



Single Equalities Policy

The Greenside Single Equalities Policy and Plan covers the following protected characteristics:

- Race
- Disability
- Gender & gender reassignment
- Pregnancy & maternity
- Age
- Religion and Belief
- Sexual Orientation
- Special Educational Need
- Community cohesion

1. Introduction

This document, which outlines and cross references our combined Equality Policies and Schemes, is designed to communicate the following:

- Our Diversity statement
- Our legal responsibilities in terms of race, disability, gender & gender reassignment, pregnancy & maternity, age, religion or belief and sexual orientation
- Our particular provision for Special Educational Need
- Our intention to promote community cohesion
- Our response to recent legislations
- Our desire to fully meet statutory requirements
- An overview of some actions we have taken to date
- Our Single Equality Plan.

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes Equality for All within our, and the wider, community. We therefore welcome the Equalities duties of schools.

At Greenside School we have incorporated all policies into a Single Equality Policy and Plan to create a coherent framework for promoting diversity and equality within the school. The purpose of this document is to show how our school is going to promote equality for disabled learners, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to local views and involve local people in the work of our school. We recognise that equality will only be achieved by the whole school community working together- learners, staff, governors and parents/carers .All school staff and members of the school's community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

2. National and Legal context

The Equality Act 2010 brought together discrimination laws into one. All schools have duties to promote race, disability and gender equality. Schools also have a duty to promote community cohesion, developing good relations across groups within the community.

The 3 aims of the general duty are:

- To eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics
- To advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others
- To foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low

3. School context

The achievement of learners is monitored by race, gender and disability and the data is used to support learners, raise standards and ensure inclusive teaching.

At Greenside we will tackle discrimination by the positive promotion of equality, challenging bullying and stereotyping and creating an environment that embraces respect for all.

At Greenside, we believe that diversity is strength and as such should be celebrated by all who learn and teach here.

Greenside is co-located with Barnwell Middle School. This provides exceptional opportunities for inclusive learning as well as for learners from both schools' to learn about, understand and respect difference.

4. Equality in policy and practice

4.1 In addition to the specific actions set out in the plan, Greenside operates equality of opportunity in its daily practice in the following ways:

- We train staff on how to support learners with: a range of learning difficulties (such as Autistic Spectrum Condition (ASC); sensory impairments, physical difficulties, medical conditions as well as emotional needs.
- In order to reduce the risk of harm we train staff in de-escalation strategies as well as how to use restrictive physical interventions (PRI).
- We train staff in different communication systems including BSL and PECs.
- To foster interactions and relationships all class staff are taught Intensive Interaction.
- We use contextual data to improve the support we provide to individuals and groups
- We monitor achievement data by ethnicity, gender, disability and other groups relevant to our setting and act upon findings
- We take account of the achievement of all learners when planning future learning and set challenging targets based on individual achievement
- We promote equality of access and prepare learners for life in a diverse society

- We use materials that reflect the diversity within society, without stereotyping or adapt them to meet particular needs.
- We challenge racist and discriminatory language and attitudes
- We celebrate aspects of different cultures
- We seek to involve parents and carers in supporting their child's education.
- Our partnership with Barnwell School is of significant benefit to learners of both schools.
- We encourage discussion of equality issues
- We include teaching and learning styles which are inclusive and reflect the needs of our learners.
- Both genders are given the same opportunities throughout the school
- Older learners are encouraged to pursue courses and activities that they are interested in regardless of stereotypical images of men and women that are found
- We hold long established links with local organisations where men and women fulfil the same role (e.g the police).
- We ensure continued education provision and support for learners who are not well enough to attend school for a prolonged period.

4.2 Community Cohesion

Community Cohesion is promoted across the curriculum and in each of the 4 areas of the whole school curriculum: My Body; My Communication; My Thinking; My Wellbeing. Planning in these areas embraces subjects such as: RE, PSHE/Citizenship English, Drama, Music and Art.

We promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." At Greenside School these values are demonstrated throughout our school. Much of our work on values is achieved as part of our Social, Moral and Spiritual and Cultural (SMSC) provision as well as our approach to teaching about "good choices".

- We listen to learners' and parent's/carer's voice.
- We are clear in showing that we want the young people to contribute and co-operate and consider the views and needs of others. Our learner voice policy ensures that they have a real say in their school.
- We consistently reinforce our high expectations of young people. Whenever appropriate learners are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has responsibility and that there may be consequences when rules are disregarded.
- We are proactive in addressing extremism. Our SLT have undertaken "Workshops to Raise Awareness of Prevent" (WRAP) training and lead the schools "Prevent Strategy."

Within school, everyone is actively encouraged to make choices, knowing that they are in a safe and supportive environment.

As a school we try and help our young people learn about what makes a good choice. All learners are encouraged to express their views and we respond to their preferences and interests throughout our teaching.

All staff demonstrate respect to everyone they come into contact with. They consistently promote the behaviours and attitudes that are the foundation of positive relationships.

The strong school ethos encourages everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community. This is reflected in the school's mission statement:

Learning and Achieving Together.

4.3 Tolerance of those of Different Faiths and Beliefs:

A key theme in our teaching is understanding the world around us, and this includes providing experiences relating to different faiths, beliefs and cultures.

We have a policy on Special Education Needs (SEN) in line with the recommendations in the national SEN Code of Practice.

4.4 Admissions and exclusions

Our admissions are through referral from the Hertfordshire County Council Special Needs Provision panel(s) and do not discriminate on the grounds of race, gender or disability.

5. Equal Opportunities for Staff

5.1

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All appointments and promotions are made on the basis of merit and in compliance with the law. We are concerned, where possible, that staffing reflects the diversity of the community.

5.2 Employer Duties

We need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within the workforce.

Equality aspects relating to race, religion or belief, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity and age are considered where appropriate when making appointments, changing staffing structures or allocating responsibilities, to ensure decisions are not discriminatory.

Actions to ensure this commitment is met include:

- Recruitment and retention protocols include the monitoring of any bullying and harassment of staff)
- Continued professional development opportunities for provided for all staff
- Pay is relative to experience and responsibility only, not to gender or sexual orientation.

6. Equality and the law

There are a number of statutory duties that are met by school.

6.1 Race equality

The general duty requires us to

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under this specific duty we will:

- Prepare and publish an equality plan
- Assess the impact by ethnicity, of our policies on learners, staff and parents/carers, (especially on achievement levels)

- Monitor the impact of policies in relation to raising the achievement of minority ethnic learners

6.2. Disability

The Disability Discrimination Act 2006 defines a disabled person as someone who has “a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

This general duty requires schools to have due regard to the following:

- Promoting equality of opportunity between disabled people and others
- Eliminating discrimination and harassment of disabled people in relation to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment

Under this specific duty we will:

- Prepare and publish an equality plan
- Review and revise this every three years

6.3 Gender

The Gender Equality Act places a general duty on schools to

- Eliminate unlawful discrimination and harassment on the grounds of gender or gender reassignment
- Promote equality of opportunity between male and female learners and male and female staff

Under this specific duty we will:

- Prepare and publish an equality plan
- Review and revise this every three years

6.4 Sexual orientation

The Equality Act (Sexual orientation) 2007 made discrimination on the grounds of sexual orientation unlawful. For schools, this relates to the admission, treatment of, and services to, learners.

6.7 Age

Greenside is committed to promoting equality of opportunity for people of different ages. Age equality means promoting equal participation in society of people of every age.

6.8 Community cohesion

Schools and their governing bodies have a duty to promote community cohesion. This involves fostering good relations between learners from different races, faiths or beliefs and different socio-economic backgrounds.

7. Consultation and involvement

It is a requirement that the Single Equality Plan and the actions identified in it have been informed by input from staff, learners, parents and carers. This has been achieved through:

- Feedback from parent/carer questionnaires
- Staff discussions
- Observations of lessons

- Issues raised at Annual Reviews & Parent consultations
- Feedback from Governing Body meetings

8. Roles & Responsibilities

8.1 Governors

- The governing body is committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of learners
- The governing body seeks to ensure that people are not discriminated against when applying for posts at the school
- The governing body takes all reasonable steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible
- The governing body ensures that no child is discriminated against on account of race, gender or disability

8.2 Headteacher and Senior Leadership Team

- The SLT are responsible for implementing, communicating and monitoring the Equality plan
- The Headteacher/SLT ensure that appointments panels give due regard to the plan, so that there is no discrimination in employment opportunities
- The SLT promote equality of opportunity when developing the curriculum
- The SLT respond to incidents of bullying, racism, discrimination or unfair treatment with due seriousness

8.3 Teaching and non-teaching staff

- All staff ensure that all learners are treated fairly, equally and with respect, and maintain awareness of the Equality Plan
- All staff strive to provide material with positive images of race, gender and disability and challenge stereotypes
- All staff will challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents for the attention of SLT

9. Tackling discrimination

9.1 Harassment on account of race, gender, disability or sexual orientation

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with discriminatory incidents: identify and challenge prejudice and stereotyping, and support the full range of diverse needs according to learners' individual circumstances.

9.2 What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can take many forms including verbal, physical abuse, name calling, exclusion from groups or activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as "any incident which is perceived to be racist by the victim or any other person."

Types of discriminatory incidents that can occur:

- Physical assault because of race, gender, disability or sexual orientation
- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia

- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation
- Discriminatory comments in the course of discussions
- Attempts to recruit others to discriminatory organisations or groups
- Ridicule of an individual
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation

10. Review of progress and impact

The plan has been agreed by the Governing body and it is part of a rolling programme of policy review. In line with legislation, we will review progress on a 3 year cycle. We make regular assessments of learners to track progress. As part of this process we monitor achievement by race, gender and disability, to ensure all are making the best progress possible. If this is found not to be the case we take action to address any gaps.

11. Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our plan on the school website
- Include the plan in the Headteacher Report to Governors
- Raise awareness of the plan through the school newsletter, and staff meetings
- Make sure hard copies are available