



Equality Policy & Equalities Plan 2020-23

Presented to Governors October 2020

Review Date: September 2023

School Context

Greenside school is a Hertfordshire County Council Community Special School located in Stevenage. Greenside caters for up to 160 learners aged between 2 and 19 years who have a severe or profound learning difficulties, communication difficulties, autism, physical difficulties, sensory impairments and complex medical needs. At Greenside we believe the young person is at the centre of all that we do and that every learner is to be respected, valued and nurtured. We summarise this as;

Learning, Achieving Together

At Greenside School we are committed to ensuring equality of education and opportunity for all learners, staff, parents and carers receiving services from our school, irrespective of race, gender, disability, faith or religion or socio-economic background. Our school culture is one of inclusion and diversity in which all those connected to Greenside feel proud of their identity and are able to participate fully in school life.

Legal Background

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Our General Duties under the Equality Act 2010:

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED), which came into effect in April 2011. It applies to public bodies, including maintained schools and academies. The Equality Act replaces all previous equality legislation, including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it. By taking steps to meet the needs of protected groups where these are different from the needs of other people
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Specific duties under the Equality Act 2010:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED).
- To set every four years, one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects learners from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- age*
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership*

*for staff only.

To view the full Equality Act 2010 visit the website address:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Disability equality duties:

In order to comply with this duty the school will ensure the accessibility plan is in place and reviewed regularly. All learners are assessed on entry to Greenside and their progress carefully monitored. Greenside School offers a broad, relevant and highly personalised curriculum that is tailored to the learning, emotional, sensory and physical needs of each learner. The learning outcomes from each Education Health Care Plan (EHCP) inform planning, practice and assessment

Racial equality duties:

In order to comply with this duty the school will keep accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them. The school will encourage dialogue between different racial groups on the appropriateness of our educational provision. The school will encourage learners and their families of all ethnic groups to participate fully in all aspects of school life.

The school will ensure the school staff and other adults working within the school, learners and their families as well as our partners and the wider community fully understand the principles of good race relations. The school will provide a culturally diverse curriculum that prepares learners for life in a diverse society which is representative of the rich diversity found in Britain.

Gender equality duties

In order to comply with this duty the school ensures all learners, regardless of their gender are given the opportunity to take part in all areas of the curriculum. We carefully monitor and track learner progress and where there is a noticeable difference between attainment and progress between boys and girls appropriate steps are put into place to address this.

Religion and belief equality duties

In order to comply with this duty the school recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong.

The school also recognises that a person's religious beliefs may mean that they have different needs, demands and expectations, which require flexibility. The school is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief. R.E. is taught as part of our curriculum as well as a focus on wellbeing through mindfulness and group reflection. Our assemblies provide opportunities for spiritual and moral development, as well as fostering a sense of community and identity; enabling everyone to share and celebrate achievement; to learn of different faiths and cultures and promote the importance of helping and encouraging one another.

Roles and responsibilities

The Governing Body will:

- Ensure that our school complies with all relevant equalities legislation;
- Draw up, publish and implement our school's equality objectives;
- Establish that the action plans arising from the Scheme are part of our School Development Plan;
- Support the Head teacher in implementing any actions necessary;
- Ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability, faith/religion, age, gender reassignment etc.
- Welcome all applications to join our school, whatever a child's socio-economic background, race, gender, disability, faith/religion etc;
- Ensure that no child is discriminated against whilst in our school on account of their race, gender, disability, faith/religion etc;
- Inform and consult with parents about the Scheme;
- Evaluate and review the Scheme every three years;
- Evaluate the objectives and action plan yearly.

The Head teacher will:

- Ensure that staff and parents are informed about the Single Equality Scheme;
- Ensure that the Scheme is implemented effectively;
- Manage any day to day issues arising from the Scheme whether for pupils, for our school as an employer or for our local community;
- Monitor the Scheme and report to the Governing Body at least annually, on the effectiveness of the Scheme, Objectives and Action Plan;
- Ensure that the SLT are kept up to date with any development affecting the Scheme/action plan arising from the Scheme;
- Provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the Scheme has direct relevance,
- Ensure that all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life;
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness;

- Report any incidents of racism in accordance with the Equality Act and LA guidance;
- Deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken;
- In the event of expectations not being met, ensure action is taken in accordance with the status of those involved e.g. pupil, member of staff, volunteer etc..

All Staff: teaching and non-teaching and Other Adults involved with our School will:

- Be vigilant in all areas of the school for any type of harassment and bullying
 - Ensure that all pupils are treated fairly, equally and with respect;
 - Strive to provide material that gives positive images based on race, gender and disability, ensure that pupils from all groups are included in all activities and have full access to the curriculum;
 - Promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community;
 - Know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
 - Know procedures for reporting incidents of racism, harassment or other forms of discrimination.

Learners will:

- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.

Review of progress and impact

In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle. We make regular assessments of learning and use this information to track learner progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of learners are making the best possible progress, and take appropriate action to address any gaps

Monitor and Review

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community. This policy will be given to all staff through normal management meeting mechanisms and the Senior Leadership Team will ensure that is known and understood by staff. This policy will also be published on the school website.

This policy is to be read in conjunction with the following documents:

- Accessibility plan
- Behaviour support policy (including Anti-bullying policy)

Greenside School Equalities Plan 2020-23

Strand	Action	How will it be monitored?	Who is responsible?	When ?	Success indicators
All	Policies to be reviewed/updated 3 yearly	practice matches policy	SLT/Govs	On-going	Staff using principles
All	Monitor and analyses learner achievement by race, gender and disability and act on any trends identified that require additional support	annual data pack including vulnerable groups	Deputy Head	2 nd part of Autumn and Summer terms	Identified trends reported and actioned
All	Further develop the curriculum to promote diversity	Audit/subject monitoring learner survey	SLT	Ongoing	Audit shows positive role models from range of groups
	Ensure displays promote diversity - particular regard to white/black Caribbean	Learning walks	SLT	Termly learning walks	Evidence of range of positive models
All	Ensure all learners are given opportunities to make a positive contribution	Data analysis for groups e.g. choir	Deputy Head	Weekly and termly opportunities	Structured and informal conversations with learners and Barnwellpupils
All	Celebrate cultural events throughout the year to increase learner awareness	Learner survey	SLT	Plan termly	Learners show increased awareness
All	increase Governor awareness	DSP and safeguarding governor	SLT / GOV	Focus at GB meetings	Governors can recall principles

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Race, Religion, Community cohesion	Develop link with partner school in Zimbabwe	Subject/Aspect monitoring	SLT	Audit as part of curricula planning	Sharing of work/experiences
Race	Identify, respond to & report racist /bullying incidents	Whole school survey	SLT	Promote tolerance daily	Returns to LA made
Gender	Monitor planning and practice across the whole curriculum.	Whole school survey	SLT	Plan in girl focused curriculum	Girls experience positive group time with peers
Gender	Experience anti-stereotypical gender roles	Whole school survey	SLT	Review curriculum planning	Visiting specialists reflect diversity
Disability	Further develop links within special school network/local agencies.	Whole school audit	SLT	Build in and extend opportunities to mix and meet others	Experiences are varied and positive for learners
Disability	Specialist advice & guidance from HI, VI, CAMS etc	provision maps	SLT	Extend staff skills and awareness build in CPD planning	Increased understanding of appropriate interventions
Disability	Develop person centered reviews where needs are complex	learner/parent/carer survey	Head	On an annual basis linked to learners' annual reviews	Learners & parent/carers respond positively

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Diversity of school population *(as 16.9.2020)*

Characteristic	Total	Breakdown (number and %)
Number of Learners	154	% Female % Male
Number of learners with PMLD	27	51% Female 48% Male
Number of learners with SLD	52	24% Female 69% Male
Number of learners with Autism	75	24% Female 76% Male
Number of staff	145	89% Female 11 % Male
Number of governors	11	45% Female 55 % Male
Learners eligible for free school meals. (FSM)	32	81% Female 19% Male
Number of looked after children (CLA)	3	
Disabled staff	2	
Learners who speak English as an additional language	0	
Average attendance rate	86%	For academic year 2018/19 (due to COVID 19)
Significant partnerships, extended provision, etc.		Co-located with Barnwell High School Outreach provider (DSPL2) in partnership with Woolgrove School

Ethnicity

Any other Asian background	3.6% (5 learners)
Any other Black background	1.4% (2 learner)
Bangladeshi	0.7% (1 learners)
Black - African	8% (11 learners)
Pakistani	2.2% (3 learners)
White – British	74.6% (103 learners)
White and Black African	2.2% (3 learner)
White Other	3.6% (5 learners)
Chinese	0.0% (0 learners)
Indian	2.9% (4 learners)