

Greenslade Primary School

Equal Opportunities and Inclusion Policy

January 2018

This document combines the policy statement fulfilling the requirements of the Equality Act 2010, the Public Sector Equality Duty and the general duty. It also sets out our principles and values.

Aims

Our aim is to make Greenslade a place where we release people's potential. We want our children and adults to flourish in a mutually respectful environment in which we celebrate each other's similarities and differences. We value fairness, equality and justice and hold the highest aspirations for every member of our community so that we are all empowered to succeed as an active, positive member of our society. We are proud to be part of a rich, vibrant, diverse community and want our children to continue to work, learn and play in an inclusive, cohesive and harmonious school.

Our aims are:

- To make Greenslade a place where people thrive by working together to celebrate each other's similarities and differences.
- To enable each individual to excel; to live, learn, work and play in an environment in which they are confident in and proud of their own cultural background.
- To understand and celebrate the diversity of those from other backgrounds.
- To develop the self-respect and self-esteem of all pupils, staff, parents and carers within our community.
- To maximise achievement for all children by ensuring excellent teaching and high quality learning experiences.
- To maximise achievement for all by ensuring equality of opportunity for all members of our community.
- To oppose all forms of discrimination including racism, sexism, xenophobia and homophobia and all forms of discrimination relating to faith, religion, gender, transgender, sexual orientation, class, language and bi-lingualism, culture, ability, SEN and disability and bullying of any kind.

Principles and Commitment to Equality and Inclusion

- At Greenslade we believe that all individuals are unique. We value and respect them equally.
- At Greenslade we celebrate diversity and challenge discrimination.
- At Greenslade we believe that all our children are entitled to excellent teaching, high quality learning experiences and skilful behaviour management.
- At Greenslade we believe that all individuals are entitled to equal access to the full range of opportunities and learning experiences.
- At Greenslade we believe that all children are entitled to an accessible, relevant and engaging curriculum.
- At Greenslade we believe that all individuals are entitled to learn, teach, work and play in a positive, supportive, mutually respectful, non-threatening environment which celebrates diversity and enhances pride, confidence and self-esteem.

- At Greenslade we believe that it is everyone's duty to be aware of and strive to meet the needs of all, taking account of issues of diversity and variety, including class, gender, race, religion, bilingualism, culture, class, sexuality, physical disability and all special educational needs including marked aptitude.
- At Greenslade we believe that it is everyone's responsibility to address the behavioural needs of all children in the context of learning.
- At Greenslade we encourage every pupil to develop the knowledge, understanding and skills that they need in order to participate in our multi-ethnic, multi-cultural community and society within the wider context of our global situation.
- At Greenslade we believe that it is everyone's duty to challenge and combat all forms of discrimination.
- At Greenslade we believe in celebrating the diversities and successes of every member of the community.

This policy endorses the three principles of inclusion in the National Curriculum by striving to:

- (i) Set suitable learning challenges
- (ii) Respond to pupils diverse learning needs
- (iii) Overcome potential barriers to learning and assessment for individuals and groups of children.

Equality Objective

Our equality objective is to provide the highest quality of education which allows all of our children to excel academically, socially and personally. Our aim is to narrow any gaps in achievement by ensuring our children benefit from the highest quality teaching and learning experiences.

The Public Sector Equality Duty

As a public body, Greenslade Primary School fully recognises its duty to have due regard to:

- Eliminating discrimination and other conduct prohibited by the 2010 Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations, and promote understanding and tolerance between people of different characteristics, abilities and backgrounds – between people who share a protected characteristic and people who do not share it.

In the context of our school these protected characteristics include race, disability, sex, age (for staff only), religion or belief, sexual orientation, pregnancy and maternity, medical needs and gender reassignment.

This means we must:

- Have "due regard" making a decision or taking action to its possible impact on different groups.
- Consider equality implications before and at the time of policy and strategic development.
- Have inclusion and equality embedded into all aspects of our work.

Disability – (see our Accessibility Action Plan)

We are very proud of our wonderful Victorian building but we are aware that it creates certain physical barriers. Whilst we strive to be as DDA compliant as possible but our stairs are a barrier.

Across the school we make as many “reasonable adjustments” as we can with regards to disability but our building restricts our ability to provide physical equality of access beyond our ground floor.

Policy, Leadership, Management and Governance

- The Governing Body maintains an overview of implementation of this policy.
- Responsibilities of the Governing Body, Headteacher and others are clearly identified and understood (see Appendix).
- The School Development Plan and all school policies reflect a commitment to equal opportunities and inclusion.
- The management of the school and the governing body set a clear ethos, which reflects the school’s commitment to all its pupils and staff.
- Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and wider community.
- Staff members contribute to the formulation development and review of policy documents and are appropriately consulted in the decision making process. We ensure the involvement of Governors and where appropriate take steps to enable the contribution of parents, carers and children.
- Additional grants (e.g. Pupil Premium, SEND additional funding) are appropriately targeted and monitored.
- Issues of equality and inclusion are given a high profile during briefings and INSET.
- Governors should receive the appropriate training and should be invited to participate in relevant INSET.
- The school curriculum, menu and dress code is flexible enough to reflect cultural needs.

Policy Planning and Review

- Inclusion and equality of opportunity for all is central in our strategic planning documents such as the School Development Plan.
- Monitoring data by gender, ethnicity, and special needs is gathered and used to analyse the attainment and progress of pupils. Targets are set to remove any identified gaps.
- We monitor data by gender, ethnicity and special needs on admissions, attendance, exclusions, sanctions and rewards in order to inform practice and decision-making.
- In line with the General Duty of the Race Relations Amendment Act 2000, all policies, functions and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in: a) eliminating racial discrimination; b) promoting racial equality; and c) promoting good race relations.

Staffing – Recruitment, Training and Professional Development

- All staff, teaching and non- teaching, full time and part time, are given equal value and support regardless of role.
- This policy is shared with all new members of staff and Governors. The appropriate training will be provided to ensure a firm understanding of the principles and practice that makes this policy successful.
- Staff training and handbooks address issues related to inclusion, equality of opportunity and challenging discrimination.
- All members of staff have access to INSET, which will enable professional development.
- Recruitment and selection procedures are fair and equal. Procedures for recruitment and retention of staff at all levels ensure that the processes involved do not give any individual

or group of people an advantage or disadvantage through race, religion, gender or social class.

- We encourage people from all groups to apply for positions at all levels in the school.
- Staff are appointed and retained in accordance with their skills and ability to fulfil the relevant job description.
- We strive to ensure that our staffing profile reflects ethnic, gender and ability/disability diversity at all levels. We are aware this is currently a challenge we face.
- The skills of all staff members are recognised and valued. All staff are encouraged to share their skills and knowledge.
- We strive to ensure that staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.
- The Headteacher is the named senior member of staff responsible for Equal Opportunities and Inclusion in the school.

Attitudes and Environment: An ethos of Equal Opportunities

- The school promotes positive approaches to difference and diversity, fostering respect for people and property. Language or behaviour, which is racist, sexist, homophobic or potentially damaging to any person, will not be tolerated. We oppose all forms of sexism, racism, xenophobia, homophobia, prejudice and discrimination.
- Pupils are encouraged to become independent and to take responsibility for their own behaviour.
- Our pastoral support takes account of religious and cultural concerns and the experiences of particular groups of pupils, for example, refugee and asylum seeker children and those who are looked after by the local authority.
- There are high expectations of all pupils with regard to achievement, behaviour and effort.
- The school works in partnership with parents and the community to develop positive attitudes to difference and to tackle specific incidents of harassment and discrimination.
- Adults in school take care to lead through example, demonstrating high expectations of all children.
- All forms of harassment, including racism, sexism and homophobia are recorded, monitored and dealt with promptly, firmly and consistently in line with the relevant legal recommendations, school and LA policies.
- Support is given to victims and perpetrators of harassment and unacceptable behaviour.
- We strive to ensure that pupils, staff and parents are aware of procedures should incidents of harassment arise.
- All staff operate consistent systems of behaviour management.

Teaching and Learning

- All staff ensure that the classroom is an inclusive environment in which children feel all contributions are valued. Where groups or individuals are marginalised, staff take positive steps to include them.
- We strive to ensure our curriculum, teaching, resources and displays reflect the experience and background of pupils, promote diversity and challenge stereotype in all areas.
- Teaching is responsive to pupils' different learning styles with all staff taking positive steps to include all groups or individuals.
- All children are encouraged to become responsible for their own learning.
- We encourage children to develop positive images of themselves and towards learning.

- Children are encouraged to be actively involved in constructing their knowledge through first and second hand experience and the opportunity to extend and apply their knowledge and skills through problem solving and real life experiences.
- Staff share learning intentions to ensure children understand the nature and objectives of a task and thus children are motivated toward applying their skills and previous knowledge to further their understanding.
- Children develop personal and social skills through learning and playing alongside others. Teaching styles include collaborative learning so children appreciate the value of working together. All children are encouraged to question, discuss and collaborate in problem solving tasks.
- Pupil grouping is planned and varied.
- Staff challenge stereotypes and foster children's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Opportunities are taken to celebrate diversity, personal achievements and the successes of all.
- All resources are reviewed regularly to ensure they reflect the inclusive ethos of the school.

The Curriculum

Through constantly adapting the curriculum map to maintain its inclusive and multi-cultural focus, we strive to ensure that:

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity.
- Curriculum planning takes account of the ethnicity, gender children's backgrounds and the needs of all pupils.
- All pupils have access to the mainstream curriculum.
- The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
 - (i) Boys and girls.
 - (ii) Pupils with English as an Additional Language.
 - (iii) Pupils from all ethnic groups including minority ethnic groups.
 - (iv) Pupils from all faiths and religions and those who do not follow any faith or religion.
 - (v) Pupils with Special Educational Needs.
 - (vi) Pupils who are more able, gifted and talented.
 - (vii) Pupils who are looked after by the local authority
 - (viii) Pupils who are at the risk of disaffection and exclusion
 - (ix) Pupils experiencing a variety of family structures and support
- Where appropriate the curriculum encourages pupils to explore bias and to challenge prejudice and to stereotypes such as racism and sexism.
- All subjects, social and learning experiences contribute to the spiritual, moral, social and cultural development of all pupils.
- Extra curricular activities and special events cater for the interests and capabilities of all pupils.
- Visits that children go on and visitors who come into school should support and, where appropriate actively promote our aim of celebrating the cultural diversity of our wider community and challenge racist and sexist attitudes and stereotyping and discrimination of all kinds.

- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds during the review of the curriculum map.

Achievement, Attainment and Progress

- All forms of progress, achievement are recognised and valued.
- Our aim is to ensure that all pupils achieve standards of the highest levels.
- Staff have high expectations of all pupils and continually challenge them to reach higher standards.
- Personal achievement is celebrated.
- Pupil achievement is monitored by formal and informal procedures.
- The monitoring and analysis of pupil achievement by gender, ethnicity, cohort, and background enables the identification of groups of pupils where there are patterns of high or low achievement. We strive to use this information to develop and spread good practice in cases of high achievement, and take action to counter patterns of under achievement whenever possible.
- We ensure that any pattern of underachievement by a particular group is addressed through targeted curriculum planning, teaching and intervention support.
- The school strives to ensure that, where possible, assessment is free of gender, cultural and social bias.
- Staff use a range of methods, materials and strategies to assess pupil progress.
- All children are encouraged to take responsibility for their own learning through regular reflection on their progress.
- Our aim is for all pupils to have full opportunities to demonstrate what they can do and therefore to benefit from assessment.
- We strive to make progress reports to parents and carers accessible and appropriate, in order to ensure all parents have the opportunity to participate in the dialogue. Where possible, translating services are utilised.

Admissions, attendance, discipline and exclusion

- We follow LA guidelines with regard to our admission arrangements.
- Our admission arrangements ensure that the processes involved are fair and do not give any group of people an advantage or disadvantage through race, gender, faith, religion, social class or sexual orientation.
- The admissions process will be monitored to ensure that it is administered fairly and equitably to all pupils and that it enables the pupil population of the school to reflect the balance of the local community, including those for who English is an additional language.
- Comprehensive information about pupils' ethnicity, first language, religion, physical needs, medical needs and diet is included on all admission forms shared with staff as appropriate.
- The Governing Body monitors exclusions by gender, ethnicity and special educational need.
- Attendance is monitored by gender, ethnicity and special educational need.
- The school and families are aware of their rights and responsibilities in relation to pupil attendance and appropriate personnel who are aware of community issues follow up absence.
- The school has policies and practices in place to integrate frequent non-attenders and excluded pupils, which address the needs of pupils from all backgrounds.

Parents, carers, Governors and community partnership

- All parents are encouraged to participate appropriately in the full life of the school.
- We strive to treat all sections of our community fairly and aim to have our policies and practice understood and supported by all sections of our community. It is only through this understanding that these policies will be effective in accelerating progress and raising achievement for all of our children.
- We strive to make information and meetings for parents accessible for all.
- We monitor parental involvement where appropriate to ensure equal participation of all groups. Patterns are explored and reviews of practice carried out when required.
- We strive to make support from Governors appropriate for all ethnic groups.
- We encourage people from all communities to become school governors.
- We strive to ensure that the school's premises and facilities are equally available and accessible for all groups within the community. We are aware that our building creates barriers for wheelchair users due the stairs and try to make reasonable adjustments where possible.
- We strive to participate as a full member of our local community.
- Events are organised to include the whole school community.

Implementation, Monitoring and Review

All members of staff and the Governing Body have the responsibility of implementing this policy. Outcomes are monitored annually and the policy is reviewed on a bi – annual basis.

Appendix 1

Responsibilities for Equal Opportunities and Inclusion Policy

The Governing Body is responsible for:

- Ensuring that the school complies with Race Relation legislation and other equality, inclusion and anti-discriminating legislation.
- Ensuring that the policy and its related procedures and strategies are implemented.

The Headteacher is responsible for:

- Implementing the policy and its related procedures and strategies.
- Ensuring that all staff are aware of their responsibilities and are given the appropriate information, training and support.
- Taking the appropriate action in any cases of discrimination.

All staff are responsible for:

- Promoting equality of opportunity and inclusive practice in regards to ethnicity, race, faith, religion, gender, sexual orientation, cultural background and class.
- Challenging and reporting discrimination, harassment, bias and stereotyping.
- Initially dealing with racists incidents and then passing them on to the appropriate member of staff.
- Making visitors and contractors aware of the school's Equal Opportunities and Inclusion Policy and practice, and ensuring they comply with this policy.

The following people have been identified as having specific responsibilities as set out below:

- Jan Bowen, a co-opted Governor, is responsible for co-ordinating inclusion work.
- Rizwan Aboo a parent governor has responsibility for Special Educational Needs
- Helen Forbes-Green Special Educational Needs co-ordinator
- David Ashley, Headteacher, is responsible for dealing with all reported incidents of discrimination, racism or racial harassment, sexism and homophobia.
- Helen Nichols, Deputy Headteacher, is responsible for curriculum development.

Appendix 2

Breaches of the Policy – Managing a Racist Incident

- The people of Greenslade oppose racism in all its forms and strive to live in a community built on respect in which understanding is encouraged and diversity celebrated.
- Racism will not be tolerated at Greenslade and will be challenged in all instances. All incidents will be dealt with seriously, and the management of such incidents treated as a priority and investigated by a senior member of staff (normally the Headteacher).
- We strive to ensure that all members of our community are aware of this policy and the principles and procedures that underpin it.
- Staff should be vigilant and sensitive to pupils' experiences and familiar with procedures for recording and dealing with incidents.
- Care is taken to ensure that all children's names are pronounced correctly.
- The Macpherson Report defines a racist incident as:

“Any incident which is perceived to be racist by the victim or any other person”.

This is also the definition adopted by Greenwich Local Authority. We see this definition to be a helpful starting point as the first line of investigation in dealing with racist incidents.

- Racist incidents can and do occur between people from all ethnic groups and within ethnic groups. People from all ethnic groups (including “white” people) can be the victims of racial harassment and discrimination.
 - Not every incident between pupils of different ethnic origin is racist.
 - Not every comment or remark about a person's colour or beliefs is racist. We see the determining factor to be related to the harm or upset, intentional or otherwise, caused by the comment or action.
 - We record the fact that a racist incident has happened. The person is not seen as or recorded as a racist person, but that they have made comments or behaved in a racist way.
 - When recording the incident to the Governing Body and the LA the names of people involved in an incident are not passed on.
 - Children of all ages can be involved in racist incidents. The principles of our policy are followed on each occasion although the age and level of understanding of the child is taken into account when an incident is investigated and managed.
 - We are aware that all insults hurt. Racist insults are seen to be particularly serious because:
 - i) they are an attack on an individual's family, community and heritage, not just (so to speak) on aspects of their personality.
 - ii) they therefore may have the effect of intimidating large numbers of people, not only the specific individual under attack.
 - iii) they are serious because those who use them sometimes believe they are representing widely held views. It is vital in this last respect that they should know that these views are not acceptable.
- All insults, name calling and physical harm are dealt with in line with our Behaviour Policy. If there is an element of racism within a situation then this is dealt with separately due to the need to comply with this policy. But all aspects are dealt with seriously and comprehensively.

1. In order to identify racist behaviour at Greenslade, the following categorisation of types of incidents has been produced. The list is not exhaustive:
 1. *physical assault against a person or group because of colour and or ethnicity;*
 2. *racist graffiti;*
 3. *ostracism on racial grounds;*
 4. *wearing racist badges or insignia;*
 5. *bringing racist materials such as leaflets, comics or magazines into school;*
 6. *inciting others to inflict racial harassment;*
 7. *ridicule of an individual for cultural differences;*
 8. *reference to racist stereotypes;*
 9. *making racist jokes;*
 10. *racist comments*
 11. *all racist name calling that disparages;*
 - *an ethnic group*
 - *physical features of an ethnic group*
 - *customs of an ethnic group (e.g. food, languages, clothes).*

Racial harassment

- demonstrates contempt toward the victim and expresses lack of values between human beings
- causes physical and psychological injury to the victim and hinders learning and development
- destroys healthy social relations and harmony within institutions
- leads to intimidation and lack of confidence and is likely to adversely affect the pupils quality of life and education, and may lead to conflict between groups of children or even parents.

Managing an allegation of a Racist Incident

- All incidents in which a racist element is suggested are taken extremely seriously and are investigated fully by a senior member of staff (normally the Headteacher).
- Children are aware of our procedures and we hope report all things that concern them to members of staff who pass them on to a senior member of staff (normally the Headteacher).
- Despite our intentions, it would be impossible to say that children pass on all incidents of this nature to staff.
- An initial investigation is carried out by interviewing the people involved.
- If there is “sufficient evidence” to proceed our Equal Opportunities Policy is followed.
- If there are other “elements” to the incident, for example a racist comment is made in retaliation to another incident then the racist element is treated as a separate aspect.
- Our first concern is for the “victim”. Time is spent assuring the “victim” that the incident will be dealt with seriously, fully and as a matter of priority.
- It is made clear that the comments or actions in no way reflect the views of the school or of the people who make up our school community.
- The victim is encouraged to talk as fully as possible about their feelings and the effects that the incident has had on them.

- If appropriate the “offender” is involved in these discussions in an attempt to get them to understand the impact of their actions. We attempt to make the “offender” understand how their actions have made the victim and possibly his or her community feel.
- In the most serious of cases “counselling” may be offered at a later stage.
- The “offender” is encouraged to think through and hopefully understand and change their offensive behaviour by speaking with them on several occasions following an incident. It is only through really understanding the effects of their behaviour that it can be changed. Punishments are decided on a “case by case” basis and often the history and frequency of such incidents. Our intention to challenge the racist viewpoint, develop an understanding of the impact of racism, encourage a more inclusive outlook and change the behaviour that is racist.
- The families of both victim and offender are contacted and the incident is discussed with them.
- We strive to ensure that verbal contact is made before the letters that are used to record the incident are sent. This gives the Headteacher an opportunity to explain clearly why the incident has been classified and managed in the way it has. Face to face meetings are the most appropriate.
- Standard letters are used which explain the incident and the way it has been handled.
- In the most serious of cases outside agencies are involved. For example the police or appropriate LA department.
- The letters are filed and collated to ensure the appropriate monitoring procedures are carried out.
- The LA record sheet is completed and sent to the LA at the end of the term in which the incident occurred. This includes information regarding the age, gender, ethnicity and type of incident of both victim and offender. It also includes information concerning whether or not the victims and offenders have been involved in similar incidents before.
- Governors are informed of all racist incidents and the statistics monitored.
- Following this monitoring, if a particular child or group are deemed to be involved frequently then further action could be taken. This has taken the form of individual work being done either with an offender or victim to raise the associated issues or a class being involved in curriculum work (e.g. RE, PHSE or drama) in which such issues are investigated.