



Equality Duty 2016- 2020

All policies at GSSC are written to reflect Statutory Requirements or National Guidance and updated in accordance with this. There are times when the Government or Local Authority provide updates to policies that are outside of the policy review schedules. In such instances, an appendix will be added to policies to reflect these updates until the Governing Board can ratify these amended policies. These appendices will supersede previously issued Statutory Requirements or National Guidance.

Policy Written by/date:	Signed/Date: Chair or Vice Chair	Policy due for review:
Lisa Atack December 2016		

This Policy is linked to the following School Policies and/or Procedures

Curriculum Policies	School Policies	School Business/Finance Policies
<ul style="list-style-type: none"> • Curriculum • SEN • English (incl Library) • Art • DT • Forest Schools • Humanities • Maths • P.E • PSHE • ICT/Computing • R.E • Collective Worship • Science • Sex and Relationship Education (SRE) • Careers • Post 16 (inc Consortium) • Communication • ASD • Music • School Council • Spiritual, Moral, Social and Cultural including promoting fundamental British Values • Teaching and Learning • Conductive Education 	<ul style="list-style-type: none"> • Child Protection and Safeguarding • Inclusion Policy and SEN Info • SEN Report • Positive Intervention • Prospectus • Pupil Attendance • Anti—Bullying • Designated Teacher (LAC) • Exclusions Policy • Volunteers • Animal Visits • Educational Visits • Exams/Accreditation • Staff Dress Code • First Aid Health and Medications • Intimate Care • Manual Handling/Mobility • Initial Teacher Training • Planning, Preparation and Assessment • Continuing Professional Development • Teaching Assistants • Well-Being of Staff and Student • SEF • SDP • Bereavement • Use of Photography and Video • Acceptable Use • E-Safety • Non-Smoking/Electronic Cigarettes Policy • Complaints • Assessment, Recording and Reporting • Parental Involvement • Student Participation • Home School Agreement • Healthy Eating • Transition • Pupil Premium • Supporting pupils in school with medical conditions 	<ul style="list-style-type: none"> • Data Protection • Confidentiality • Pay Policy • Register of Business interests of HT and Governors • Accessibility Plan • Charging • Freedom of Information • Publication Scheme • Staff Grievance • School Companies • School Income • Lettings • Code of Conduct for all Staff • Governor Allowances • Allegations of abuse against staff • Health and Safety • Retention of data • Recruitment and Selection Policy (Safer Recruitment) • Governing Board Succession Planning • Whistleblowers • Instrument of Government • Staff Discipline, Conduct and Grievance procedures • Equal Opportunity Policy • Equality Duty • Staffing Structure • Staff Attendance Planned • Staff Attendance Unplanned • Anti-Harassment • School Emergency Plan • Critical Incidents • Transport • Pool Safety and Procedures • Lone working • Capability Policy • Visiting speakers policy • Appraisal

Equality Duty

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About this document:

Purpose

This policy is written to make all staff, parents/carers, governors, and other relevant stakeholders fully aware of the purpose and nature of Greenfields Specialist School for Communication (GSSC) duties under The Equality Act 2010.

Compiled by:

Lisa Attack December 2016

Ratified by governors: Dec 2016

Signed by:

(Jane Brand Chair of Governors) Date:

Review Date – December 2017

Our Vision

Together we will build a progressive, flagship school with a first class, holistic, curriculum centred on the needs of each individual pupil. Pupils will be stretched and challenged within a fun, safe and happy environment. The voices of pupils, parents and staff will be respected and valued.

GSSC Mission Statement

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.

GSSC Values

“The Three ‘P’s”

Pupil Centred

- Education should meet individual needs
- The holistic development of our children and young people will be nurtured
- We will make a positive difference to the lives of children/young people and their families
- Planning and decision making will be open, honest, transparent and person-centred

- Pupils will be enabled to reach their full potential within the context of their individual needs
- Pupils will be actively encouraged to exercise control over their lives
- All children and young adults will be treated with dignity and prized for the contributions they make
- Individual differences will be recognised, respected and celebrated and equality of opportunities recognised

Progression

- We will have the highest expectations for our young people
- We will be passionate about progress and be open-minded with regard to notions of 'progress'
- We will have an unswervingly positive ethos that embraces innovation and new ideas

Partnership Working (pupils, parents and staff)

- Pupils will have a voice that is respected and listened to, however subtle or loud
- Parents will be consulted, listened to, respected and supported
- Staff will be valued and supported

Our Motto: 'Let our World be Your World'

This Equality Duty Policy aims to:

- Work towards equality in all areas of our school life
- Provide a broad curriculum that is free of restricted expectations, prejudice or discrimination and which recognises, celebrates and values all cultures in the community
- Encourage young people to recognise their own value and the value of others.
- Help young people develop an understanding of the notion of inequality and develop skills to be able to combat it.
- To address and move obstacles that prevents pupils and adults from gaining access to appropriate learning opportunities and benefiting from them.
- To recognise the importance of the home environment and try to address barriers that may inhibit the participation of some groups of parents.
- Ensure that our equality objectives complement the Every Child Matters outcomes for children and support their Spiritual Moral Social and Cultural development
- Inform our School Development Plan
- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer.
- Ensure that our priorities for raising standards support our equality objectives
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- That the school is conducted in such a way that positively asserts people's rights to equality of consideration and opportunity

Definitions

Equality refers to outcomes, making sure that all benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

Discrimination: negative treatment that affects a whole group of people or an individual because they belong to a group.

- Direct discrimination occurs when a person treats another person differently than they treat or would treat another person because of a 'protected characteristic'.
- Indirect discrimination can occur when a school applies what is felt to be a general policy or practice which puts students sharing a protected characteristic at a particular disadvantage.
- Associative discrimination can occur when a person is treated differently because of their association with an individual who has a protected characteristic
- Perceptive discrimination can occur when someone is thought to have a protective characteristic, i.e. 'looks' or 'sounds'

- Harassment and Harassment by 3rd party is when unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading humiliating or offensive environment for them
- Victimization is when someone is victimised because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination.

Legal Duties

We welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions

(We will not publish any information that can specifically identify any individual child or adult)

- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as schools. This will include the following functions:

- Attendance
- Progression
- Exclusions
- Prejudice related incidents
- Analysis of behavioural intervention
- Targets as part of Individual Education Plans
- Access to opportunities in the wider community

Our objectives will detail how we will ensure equality is applied, however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

GSSC has considered how well we currently achieve these aims with regards to the eight protected equality groups: race; disability; sex; gender reassignment; age; pregnancy and maternity; religion and belief and sexual orientation.

In compiling this equality information we have:

- Identified evidence in the school setting of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where could be improved.
- Analysed our effectiveness in terms of equality.

Protected characteristics	Aims of the general duty
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	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p>SMSC and British Values Tracker – respect for all monitored by Governor – (MD)</p> <p>Prevent Duty external Audit – in place for all (LA Headteacher)</p> <p>PSHE – Curriculum (LP)</p> <p>Racial incidents would be recorded and sanctioned within the guidance of the Behaviour Policy.</p> <p>Parents of both the aggressor and Victim would be informed and supported</p> <p>Assemblies provide opportunities to promote racial equality: Positive differences and similarities.</p> <p>When appointing staff, a fair and transparent practice is adhered to. This</p>	<p>All pupils have equal curriculum access, regardless of race</p> <p>Appropriate policies are in place including EAL (CF) SMSC (TPh)</p> <p>Tracking groups through Performance Information – (TPh)</p> <p>The Behaviour Policy reflects our commitment to equality irrespective of race.</p> <p>Social Stories</p> <p>All pupils have equal curriculum access, regardless of race.</p> <p>Clubs are attended by and offered to all pupils.</p> <p>Website facilitates equal opportunity for all languages with a translator option.</p>	<p>Religious, values education and world events are incorporated on our school calendar for whole school assemblies and celebration days.</p> <p>Visitors are actively sought to enrich our curriculum from a variety of backgrounds – Visiting Speakers Policy in place (LA – Headteacher)</p> <p>Prevent Duty External Audit March 2016</p> <p>Channel training for all staff including Governors (LA – Headteacher)</p> <p>Website support information for parents/carers and visitors</p> <p>Safeguarding procedures (LA – Headteacher/ DP Staff Gov/ CC Vice Chair</p>

	<p>ensures equality for all in the appointment process.</p>	<p>Parents/carers are offered essential information in language required by parent/carer Admin/Family Liaison Officer</p> <p>Our school is working towards Anti-Bullying accreditation</p>	
Disability	<p>GSSC has full disabled access throughout the building including lifts, ramps, evacuation chairs, toilets, shower rooms and electronic hoist system throughout the school.</p> <p>Accessibility Plan (TH – School Business Manager)</p> <p>Census Information (SS Admin)</p> <p>SEN Achievement Data (TPh –Deputy)</p> <p>The Inclusion Policy and SEN Information reflects school practice (due for renewal)</p>	<p>All pupils have equal curriculum access, regardless of disability</p> <p>Clubs are attended by and offered to all pupils whom wish to take part</p> <p>Social Stories</p> <p>Learning of those with disabilities is monitored as part of SEN Code of Practice and statutory government requirements</p> <p>Risk assessments are created and implemented for those pupils who have high levels of need</p> <p>Adaptions to staff working arrangements as necessary to enable inclusion</p> <p>Support provided to parents who have a disability to enable them to engage fully in the school life of their child</p>	<p>Annual SEN Report to full governing board</p> <p>A Multi Agency approach and collaboration for all of our pupils</p> <p>Our school is completely wheelchair accessible for all pupils, staff and visitors</p> <p>We accommodate visual, auditory, kinaesthetic, sensory and modified environment for pupils, parents, staff and visitors all inclusive</p> <p>Inspirational role model visits ie Paralympians PE2020</p> <p>Work with Multi Agencies nurses, physiotherapists, Occupational Therapist, Educational Psychologists, Thrive and SaLT -</p>

		<p>Whole school Emergency Evacuation Plan</p> <p>Health and Safety checks - TH</p>	
Sex	<p>Annual data analysis around gender and results addressed</p> <p>Our rigorous work with data identifies gender differences and interventions are set to diminish differences within school as we promote equality between sexes in relation to progress and attainment</p> <p>Our Sex and Relationships Policy guides our practice in our approach to teaching of gender specific health issues/ matters</p> <p>Present school cohort: 35 girls and 53 boys Currently showing school has a greater number of boys than girls on roll</p> <p>Male and Female and mixed sex toilets and changing facilities throughout the school for pupils and staff</p> <p>Inclusive sport opportunities</p> <p>SRE curriculum</p>	<p>All pupils have equal curriculum access, regardless of sex</p> <p>Protective behaviours Attachment awareness _ LP/CF</p> <p>PSHE – LP</p> <p>All pupils have equal curriculum/wider curriculum access, regardless of gender.</p> <p>Social Stories</p> <p>On site Health Care to support both pupils in school and parents/carers with home issues</p> <p>MyConcern – recording/monitoring of inappropriate sexualised behaviour Monitored by Safeguarding Governor</p>	<p>Protective Behaviour Parent/carers lead by TPh – Deputy head and LA – Headteacher</p> <p>Website support information for parents/carers and visitors</p>

	<p>Dress code for staff and pupils</p> <p>No Lone Working Policy</p> <p>Intimate Care Policy</p> <p>Code of Conduct</p> <p>e-Safety</p> <p>Safeguarding and Child Protection policy and procedure</p>		
Gender Reassignment	Not Applicable at current time of publication	Not Applicable at current time of publication but we would research, gather expert advice to ensure equality of opportunity	Provide all necessary professionals support to ensure equality and inclusivity at all times
Pregnancy and Maternity	<p>Flexible time off for antenatal appointments, etc: re-training on return to work:</p> <p>Continuity of care & teaching of pupils before & during maternity leave:</p> <p>Adjustment to hours of work to current needs with agreement such as part time using the Flexible Working Policy</p> <p>Fulfilling all obligations for maternity/ paternity leave/medical and maternity appointments;</p>	<p>Risk Assessments are undertaken formally when a member of staff announces to SLT that they are pregnant.</p> <p>Adaptions to staff working arrangements as necessary.</p> <p>Overlap/catch up with "KIT" days</p>	<p>Opportunity for new parents to bring their child to visit in parent room.</p> <p>Invite staff to functions & productions;</p> <p>Creches for parents for meetings and parents/evenings/school events</p> <p>PSHE Curriculum and SRE Curriculum</p>

	<p>Choice of return date(s);</p> <p>Keeping in touch days offered;</p> <p>Provision of childcare facilities for visitors (feeding, changing, etc)</p>		
Age	<p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p> <p>No mention of age at interview</p> <p>No ceiling put on pupil's learning due to age</p>	<p>All pupils have equal curriculum access, regardless of age</p> <p>Risk assessments are undertaken formally when a member of staff expresses concern.</p> <p>Preparation for retirement Pension signposting for all</p> <p>Recruitment policy</p> <p>Clubs open to all ages</p>	<p>Intergenerational events to benefit both community and pupils</p> <p>Positive role models</p>
Religion and Belief	<p>RE Policy and Worship Policy</p> <p>Inclusion Policy</p> <p>Visiting Speakers Policy</p> <p>SMSC Including Promoting Fundamental British Values</p> <p>Celebrate a range of religious festivals and cultures</p> <p>Welcome feedback from visitors after productions and assemblies etc</p>	<p>All pupils have equal curriculum access, regardless of religion and belief</p> <p>RE curriculum and leader aware of the New Skills Curriculum and mapping out how it will be used to promote understanding and respect for all faiths</p> <p>Promote appreciation of different cultures and festivals</p>	<p>Awareness of fasting (during Ramadan)</p> <p>Visitors from other faiths to share experiences</p> <p>Ensuring through PSHE and assemblies that pupils are aware of other cultures, beliefs, conflicts and resolutions.</p> <p>Prayers are part of our assemblies</p> <p>Training and awareness of the Prevent Duty where it applies to religion/belief issues</p>

	Local, church leaders attend Christian Prevent Duty Action Plan services and celebrations	Religious celebration days are recorded as an Authorised Absence	
Sexual Orientation	Emotional Health and Wellbeing of pupils/staff is of paramount importance Any derogatory comments made in regard to sexual orientation would be recorded on MyConcern, monitored and actions taken in accordance when necessary Use of acceptable language, not tolerating i.e. the use of the word 'gay' as a term of abuse School nurse on site to advise on any referrals she receives with regard to gender related health issues.	All pupils have equal curriculum access, regardless of gender/sexual orientation PHSE Curriculum that develops an understanding of differences in families	Support for all parents/carers regardless of orientation Protective Behaviours – Leave your inhibitions at the door! Varied literature – library

Core Statements:

In fulfilling our legal obligations we will be guided by seven core statements:

1. At GSSC all learners are of equal value.
2. At GSSC we recognise, welcome and respect diversity.
3. At GSSC we foster positive attitudes and relationships, and a shared sense of belonging.
4. At GSSC we observe good equalities practice, including staff recruitment, retention and development.
5. At GSSC we aim to reduce and remove existing inequalities and barriers.
6. At GSSC we consult and involve widely.
7. At GSSC we strive to ensure that society will benefit.

Addressing Prejudice Related Incidents

We are opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. At GSSC we work with pupils to build awareness of, and provide staff with an awareness of, the impact of prejudice and support pupils to be able to communicate concerns in order to prevent any incidents. If incidents occur we will address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

The Governing Board will:

Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.

The Governing Board will also agree the Equality Statement and objectives.

The Head Teacher will:

Promote key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.

Ensure that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness.

Ensure that all staff are aware of their responsibility to record and report prejudice related incidents and to promote equality of opportunity.

The Senior Leadership & Management Teams will:

Support the Head Teacher as above.

Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. Ensure that each term a number of assembly themes reflect equal opportunity dimensions. Visit classrooms to observe how equal opportunities are supported in the classroom.

Subject Leads and Teachers will:

Support the schools' aims for equality through ensuring that the subject policy reflects the schools' aims, schemes of work promote and support equality of opportunity, and resources available reflect an appropriate balance across the 'protected characteristics'.

Class Teachers will:

Support in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.

Design and deliver inclusive lessons. Ensure that they are aware of their responsibility to record and report prejudice related incidents.

Provide a communication friendly environment to ensure maximum opportunity for engagement for all.

Administrative staff will:

Support the school and the governing board in delivering a fair and equitable service to all stakeholders. Through embedded practice uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community.

Ensure that they are aware of their responsibility to record and report prejudice related incidents.

Pupils will:

Support the school to achieve the commitment made to tackling inequality.

Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them via an Equality Newsletter and on the school website.

The Whole School will:

Consider at all times that language and methods of communication used through the school does not preclude/over emphasise the role of a particular group.

Ensure that actions taken within the school development plan are supportive of equal opportunities.

If acting in a reception capacity, be expected to meet all visitors and phone enquiries in a polite and helpful manner.

Provide regular newsletters, introduction to new teachers, home schoolbook and various other publications to provide the greatest degree of information to parents/carers.

Seek to ensure that by their behaviour and attitudes, they are supportive of equal opportunities.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and governing board.

Monitor and Review

Every four years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

**Equality Duty Action Plan Dec 2016 – Dec 2020
(See SDP and SEF in addition for detail)**

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions including an end date/timescale to each action	Annual Red/ Amber/ Green rating
GSSC has identified that it wishes to develop further pupil understanding and awareness of diversity and equality	All	GSSC will achieve the UNISEF Rights Respecting Schools Award	SLT/PSH E Lead All staff Governors	Register for the Award November 2016	Green
				Develop staff/pupil working party Jan 2017	Amber
				Award Achieved March 2018	Red
GSSC has identified need to further develop pupil awareness of Anti-Bullying	Race Disability Sex Gender Reassignment Age Religion and Belief Sexual Orientation	GSSC will achieve the Anti – Bullying Mark	SLT/PSH E Lead All staff Governors	Register for the Award December 2016	Green
				Develop staff/pupil working party Jan 2017	Amber
				Award Achieved March 2018	Red
GSSC will produce policies and practices that are non-discriminatory and actively promote equality	All	All new and existing policies, procedures and practices to undergo equality impact assessment	SLT Teaching Staff Governors	Policies and practices and procedures are non-discriminatory and actively promote equality Start Sept 2016 promote equality 2020	Amber