Greenmount Primary School

Single Equalities Policy with objectives

Chronology:
This policy replaces the one previously agreed by the Full Governing Body on 25th September 2023
The policy was ratified by the Full Governing Body on 20th May 2024

A new set of objectives was set in July 2024 for the period September 2024 to September 2028. These will be reviewed regularly by the Governing Board.

The policy will be reviewed in the Summer term of 2028 and updated each September with revised profile (Appendix 1)

This revision: September 2025

Statement / Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Greenmount Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/ faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

The public sector equality duty asks that all schools:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Definitions

Direct discrimination occurs when someone is treated less favourably than others because of a protected characteristic. It also occurs when someone is treated less favourably because of a protected characteristic of someone that they are associated with such as a family member, friend or carer. This is referred to within the legislation is discrimination by association. Direct discrimination by perception, means that an individual is assumed to have a protected characteristic, regardless of whether this perception is correct or not. For example, someone may be perceived as being a particular religion or age.

Indirect discrimination is often more difficult to identify than direct discrimination and sometimes it is not intended and comes about due to lack of understanding of the law or a genuine error of judgment about an individual.

Indirect discrimination involves a 'provision, criterion or practice' that involves all four of the following factors: It has, or will have, the effect of putting those who share the protected characteristic at a particular disadvantage when compared to others who do not share the characteristic within the group. It puts or would put an individual at a disadvantage. The discrimination cannot be justified.

Victimisation takes place where one person treats another less favourably because he or she has asserted their legal rights in line with the Act or helped someone else to do so.

Harassment is unwanted behaviour which you find offensive or which makes you feel intimidated or humiliated. It can happen on its own or alongside other forms of discrimination.

Action Planning

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every four years, we draw up an action plan within the framework of the overall school development plan setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We review our action plan annually and report on progress towards achieving the objectives at the Summer term meetings of the Pupils and Curriculum and Finance, Premises and Staffing Committees.

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, disability, gender, gender reassignment, race, religion or belief and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils;
- All pupils are actively encouraged to engage fully pupils in their own learning.

Promoting Equality: The ethos and culture of the school

- At Greenmount Primary School , we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes into account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of collective worship, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example through, the School Council, Class Meetings and pupil surveys.

- There are regular informal opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcome and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pools of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity;
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to all staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and the head teacher is responsible for recording and monitoring incidents;
- The school reports to Governors and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Greenmount Primary School aims to work in partnership with parents / carers. We:

- Take action to ensure all parents/ carers are encouraged to participate in the life of the school;
- Maintain good channels of communication;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents / carers of newly arrived pupils are made to feel welcome, regardless of gender, race, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (within the School Improvement Plan and the School's Accessibility Plan);
- The actions, procedures and strategies related to the policy are implemented;
- The Head Teacher will have an overview, on behalf of the Governing Body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

In partnership with the Governing Body, the Head Teacher and Deputy Head Teacher have responsibility for:

- Providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that all staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or other groups vulnerable to discrimination;
- Keeping up to date with equalities legislation.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community.

Profile of Our School – September 2025
(to be revised in September 2026)

Pupils

Number on roll

Boys 113 Girls 116 Total 229

Free School Meals

Boys 4 Girls 7 Total 11

White British	215
White Asian	3
Pakistani	5
White Pakistani	1
Black African	1
Any other mixed background	1
Information not given	3

Special Educational Needs

	Boys	Girls
School Support	19	11
EHC	5	2

Staff

	Male	Female
In the classroom	3	18
Support staff	1	15

Governors

Male - 3 Female - 6

Equality Objectives
2024 – 2028

These objectives were set in July 2024 and will be reviewed annually at the Summer term meeting of the Governing Body.

- *To continue to raise awareness, appreciation and celebration of diversity in all its forms*
- *To raise the attendance of children in receipt of Pupil Premium and with SEND*
- *To continue to raise awareness and promote the acceptance of sexual orientation and a variety of lifestyles*
- *To underpin all this work through deepening the children's understanding of the Fundamental British Values of "democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs."*