

Single Equality Scheme 2020-24

Equality

Greenfield is a welcoming and inclusive school where everyone is valued and where tolerance, honesty, co-operation and mutual respect for others are fostered. Our curriculum and wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.

We are committed supporting our pupils through a broad and balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential. We aim to promote equality and tackle any form of discrimination and actively promote positive relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards promoting British values and community cohesion.

We believe that every child has the right to equality of outcomes to achieve their full potential. In order to achieve equality, we embrace the principles of fairness, social justice, inclusion, global citizenship and community cohesion. We welcome our responsibilities under the Equality Act 2010. Our Equality policy follows local authority recommendations, guided by the 7 Principles. We understand equality to mean treating everyone fairly and with dignity and by valuing their individual characteristics such as their age, disability, gender identity, race, sex, religion, belief, sexual orientation and socio-economic circumstances or any other visible or non-visible difference.

We also understand that people have different needs, situations and goals and some people may experience additional barriers and challenges. Therefore, achieving equality of outcome requires the removal of discriminatory barriers, and the recognition that the allocation and distribution of resources cannot always be distributed equally if we are to live up to our commitment to **everyone** being able to achieve their full potential.

In fulfilling the legal obligations, we are guided by seven principles. These are used to review the impact of equalities in our policies and procedures:

Principle 1: All members of the school and wider community are of equal value. We see all members of the school and wider community of equal value

Principle 2: We recognise and respect diversity. Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities promote positive attitudes, interaction and dialogue.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values. Policies and procedures and continuing professional development, benefit all employees.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist. We take opportunities to avoid or minimise negative impacts and to maximise positive impacts by reducing and removing inequalities.

Principle 6: We consult widely. People affected by a policy should be consulted or involved.

Principle 7: We feel that the community as a whole should benefit. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum.
- Prejudices reflecting sexism and homophobia

How our scheme is developed

Pupils

All groups are represented by their peers where they are unable to communicate their views pupils. Pupils who have a less secure understanding of English are supported to develop their knowledge, confidence and competence. Pupils with special educational needs use a range of resources to ensure they can communicate effectively and understand and using visual prompts where appropriate. All pupils including those from potentially vulnerable groups are encouraged to express their views at school in a range of different ways.

Staff

Staff were consulted during directed staff meeting time about the scheme and the scheme was developed together. The leadership team also play a vital role in shaping the direction of the school and ensuring the equality scheme is met.

Governors

A representative group of stakeholders which includes governors, parents and staff have worked to produce this scheme. Our scheme is reviewed every four years and people and pupils from diverse backgrounds will continue to be involved in this process.

Parents/carers

The school communicates with parents via ParentMail and the school website. We seek parental views and feedback via ParentMail, questionnaires and by publishing the scheme and the school equality statement on the school website.

Minority, marginalised and potentially vulnerable groups

Our PSHE Curriculum, School Council, Assemblies and circle times and class worry boxes provide an opportunity for everyone's views to be heard and for everyone to play a part in the decision making process. We engage children in developing a democratic approach which actively fosters representation for boys and girls, disabled pupils and pupils from ethnic minority backgrounds and faiths on the School Council as the main discussion and decision making forum for pupils.

Our partners in the community

Close working relationship with external professionals who support our inclusion work in school, including multi-agency meetings. These include the many agencies involved, but not limited to, our complex needs children, our SEND children, our vulnerable children. Recommendations from these professionals are acted upon in school. Our school is part of schools sports/disability sports and community arts/music events and celebrations.

Focus	Desired outcome	Chosen action/approach	Evaluating impact
<p>To improve the standards and achievement for all learners in maths, reading and writing</p> <p>Analysing data to identify differences and to monitor gender gaps</p>	<ul style="list-style-type: none"> • Ensure equal opportunities for all to succeed at the highest level possible • Working to eliminate variations in outcomes for different groups • Analysing performance data to identify differences in levels of attainment between boys and girls • Learning and retrieval opportunities over time with opportunities to focus on key information, without overloading, breaking down the learning 'chunking' • Ensuring that teachers use both verbal and non-verbal information (dual coding) to teach concepts 	<ul style="list-style-type: none"> • Teaching and learning builds upon cognitive science training • To continue to monitor the gender gap in terms of attainment and achievement for both boys and girls • To further promote mixed activities that value the contribution of both boys and girls • Cultural capital and lesson delivery/ intervention creates more opportunities for pupils to have exposure to ideas and quality learning opportunities • High challenge and high expectations: • Lessons include a brief review of previous learning • Provide models and examples, with scaffolds • Including opportunities for guided practice • Checking for understanding, using lots of questions • High expectations • Spacing and interleaving, developing retrieval practice using low-stakes quizzes to encourage learners to retrieve information from their long-term memory 	<p>SLT Govrs External</p>
<p>To further promote mixed activities that value the contribution of both boys and girls</p>	<ul style="list-style-type: none"> • To continue to monitor the gender gap in terms of attainment and achievement for both boys and girls 	<ul style="list-style-type: none"> • Analysing performance data to identify differences in levels of attainment between boys and girls 	<p>SLT</p>

<p>To raise standards with SEND and intervention children to help close the gap</p>	<ul style="list-style-type: none"> • An inclusive positive and supportive environment for all pupils by removing barriers to learning and providing an appropriate education for SEND / vulnerable and all pupils • Increasing range of effective screening tools enhance improves our early identification and impacts on intervention progress 	<ul style="list-style-type: none"> • SENDCo continues to establish effective systems for early intervention of SEND pupils and support for families • Assess, Plan, Do, Review in place for SEND / vulnerable and supports provision 	<p>SENDCo SLT Govrs Ext</p>
<p>Ensure the curriculum provides many opportunities to develop cultural capital</p>	<ul style="list-style-type: none"> • Developing a range of visits / virtual tours to support cultural capital and raise aspiration 	<ul style="list-style-type: none"> • PP Leads work with SLT to review curriculum links to develop cultural capital and enrichment experiences • Cultural capital creating more opportunities for pupils to have exposure to ideas (curriculum and extra-curricular) 	<p>PP Lead SEND SLT</p>
<p>To improve the quality of teaching, learning and assessment so that the pupils are fully engaged in their learning</p>	<ul style="list-style-type: none"> • Performance data used to inform curriculum decision, resourcing and intervention • Narrow any gap between children in receipt of Pupil Premium funding and their peers attainment in reading, writing and maths 	<p>High challenge and high expectations delivered through</p> <ul style="list-style-type: none"> • Begin lessons with a brief review of previous learning • Provide models and examples, with scaffolds • Including opportunities for guided practice • Checking for understanding, using lots of questions • High expectations 	<p>LMT</p>

<p>To continue to develop the behaviour and attitudes and personal development of pupils</p>	<ul style="list-style-type: none"> • To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities • Mental health support with emotional literacy, talking about their feelings, anger, 	<ul style="list-style-type: none"> • PSHE curriculum and SEL • Assemblies • Circle time • Through the use of specific picture books, pupils given opportunity to discuss differences, teaching pupils to respect and accept difference • Taking a proactive approach to bullying or discrimination • Curriculum prepares pupils for life in Modern Britain through teaching British Values 	<p>LMT S Leads</p>
<ul style="list-style-type: none"> • PSHE curriculum and assemblies pupils understand that they have an equal right to learning irrespective of their gender and that pupils can take part in all activities without adhering to stereotypical ideas of gender imbalance 	<ul style="list-style-type: none"> • SMSC is a strong focus linked to our PSHE curriculum • PSHE and curriculum opportunities prepare pupils for life in a diverse society in which children are able to see their place in the local, regional, national and international community 	<ul style="list-style-type: none"> • PSHE curriculum CPD each year • Monitoring of CPD • Years 5 & 6 discuss specific issues around stereotyping and gender as part of our Sex and Relationships curriculum. 	
<ul style="list-style-type: none"> • To continue to improve the effectiveness of leadership and management 	<ul style="list-style-type: none"> • SLT consider and review any inequalities inherent in our education system and identified within the school system • Mental health support and signposting for external support 	<ul style="list-style-type: none"> • Assessment, CPD • Curriculum planning • Mental health support available for staff and children • No outsiders project and looking at representations of gender in texts and using the Gender Equality Charter's website to increase our lists of non-stereotypical texts 	

<ul style="list-style-type: none"> • Gender • Teachers' expectations of all pupils with a particular focus on boys' underachievement 	<ul style="list-style-type: none"> • Public recognition of achievements as well as more subtle recognition of achievements depending on the child • Promote non-stereotypical role models and tackle any harmful attitudes about masculinity – promoting male achievement to develop • Appreciate any pressure on clever boys who court popularity • Culture whereby hard work is the expectation for all 	<ul style="list-style-type: none"> • PSHE curriculum training • SRE training • Specialist training on gender and gender stereotypes • Curriculum areas are mindful of language we use about the subjects taught • Provide opportunities for boys to discuss their feelings • Behaviour systems reviewed annually to create a learning environment where there is no alternative to hard work – challenge is built into all tasks and non-negotiable • Feedback is reviewed and thinking about how it is received and perceived by the children in front of their peers • Homework tasks reviewed support aims 	<p>LMT SLT Govrs Ext</p>
<ul style="list-style-type: none"> • To continue to develop the effectiveness of Early Years 	<p>Curriculum provision and resources support commitment to Single Equality Scheme</p>	<ul style="list-style-type: none"> • Language used and resources support our Single Equality Scheme 	<p>SLT Govrs</p>
<ul style="list-style-type: none"> • Induction procedures include Single Equality Scheme 	<p>All staff are aware of the school's commitment to the 7 principles</p>	<ul style="list-style-type: none"> • Single Equality Scheme included in the induction training of all new members of staff • Induction of new staff to ensure they are familiar with all children that may require differentiated curriculum or access due to disabilities • Staff to access training to support 	<p>SLT Govrs</p>

		children in class with specific medical needs / feeding needs	
<ul style="list-style-type: none"> To further engage parents from a range of ethnic backgrounds To support families where English is not the first language 	School working closely with families to support them with the to support them with challenges, for the benefit of their children	<ul style="list-style-type: none"> Ongoing awareness and monitoring of cohorts School funded family and pastoral support. External agencies Additional information and guidance on the school website 	
<ul style="list-style-type: none"> Gender, staff training on the importance of planning to ensure lessons are engaging for all genders. 	<ul style="list-style-type: none"> School ethos - everyone understands that gender equality is the norm and that no-one should be discriminated against because of their gender 	<ul style="list-style-type: none"> PSHE provides positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age 	
<ul style="list-style-type: none"> Build on the number and range of visitors in school to help our pupils to develop an understanding of equality and diversity both locally and globally. 	<ul style="list-style-type: none"> PSHE and our curriculum seeks to improve understanding and promotion of diversity, actively challenges discrimination and disadvantage 	<ul style="list-style-type: none"> Work with a range of agencies and adults to link life in school to life in the wider world and our local community International school links to help pupils to interact with other schools from around the world giving opportunity to engage in discussions with children from other cultures and to see what their lives are like at school and at home 	

Annual review incorporating actions

2021	<ul style="list-style-type: none">• Identified gaps to be incorporated into the updated termly pupil progress forms and action plans.
2022	<ul style="list-style-type: none">• Phonics action plan to be updated and used within the termly pupil progress meetings.• Teaching and Learning policy updated 2022-23 to incorporate more guidance on questions.• Behaviour policy updated 2022-23• EEF SEND guidance used to support SEN scaffolds• PIRA and PUMA assessments introduced• Rights of Child award started• PSHE Road map updated
2023	<ul style="list-style-type: none">• PSHE road map updated to include RSE, SMSC, Votes for Schools