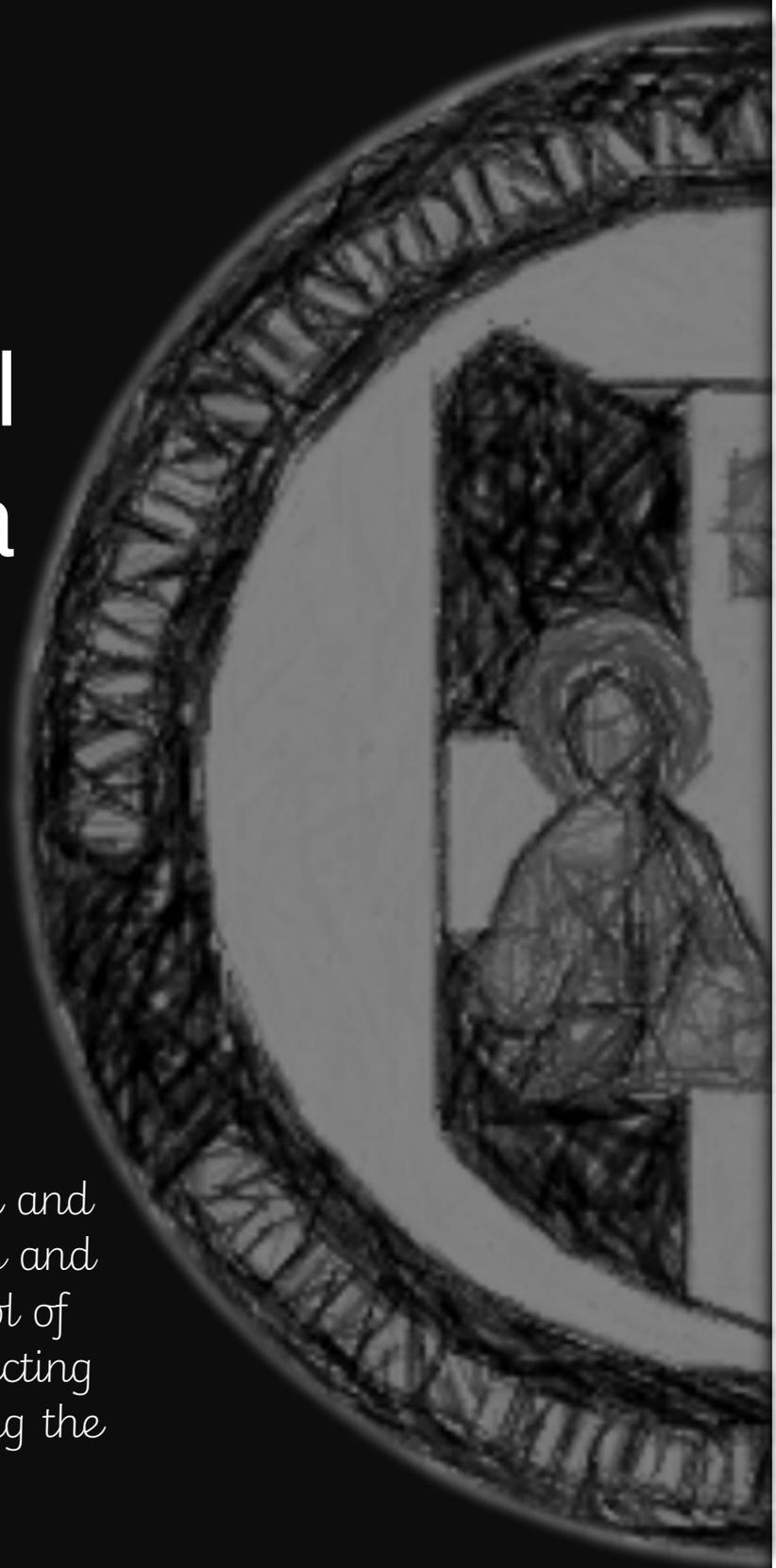


Greek School
of Ayia Triada
Birmingham

Equal
Opportunities
Policy

This document defines the term and sets out the principles, practices and procedures which Greek School of Ayia Triada will follow in respecting and valuing each child attending the school.



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1. Introduction

Greek School of Ayia Triada is committed to delivering an education service that will work to ensure that no child, individual (staff member, volunteer or member of the School Management Board) or family will be unlawfully discriminated against on the grounds of age, sex, sexuality, family status, means, disability, race ethnic origin, culture, religion or belief.

Furthermore the aim of the school supports the development of self-respect and self-esteem in all pupils, staff and the community it serves. In this respect, we aim to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability and social circumstances.

The staff are aware of the need for the curriculum to reflect cultural diversity and of the need to prepare pupils for life in a pluralist society. Buckminster Primary School is opposed to all forms of prejudice and discrimination. We aim to provide a high quality of education for all our pupils and to support them in developing their personal and cultural identities. We believe this to be important preparation for their full participation in society as equal citizens with their own contribution to make.

2. Admissions

Greek School of Ayia Triada works with children and young people and will not discriminate against those who wish to attend.

Section 35 of the Race Relations Act 1976 allows the provision of facilities and services to members of a particular racial group to meet the special needs of that group in education, training or welfare. In alignment with this, any recruitment of pupils will be targeted at the particular community, racial/ethnic and/or religious group that the school is working with and seeking to further educate and will encourage pupils from that group to consider attending.

There is no Government Guidance to guide the admission process of supplementary schools. However, Greek School of Ayia Triada admission procedure complies with the School Admissions Document for the procedure that is applied for the admission of children in our school as well as the Admissions guidelines we have from the Cypriot Ministry of Education and Culture as well as the Cyprus Educational Mission in London. (DfE, 2006, Link: <https://www.education.gov.uk/consultations/downloadableDocs/6757-SchoolAdmissionsCode.pdf> accessed 06/08/2014)

Please note that according to section 2.1. of the Guidance (DfE, 2006, p.19) a school can set fair criteria for ensuring fair admission arrangements:

“With the exception of grammar schools, all maintained schools, including faith schools, that have enough places available must offer every child who has applied a place. However, many schools will have more applicants than places, and it is therefore

essential that the criteria used to allocate places when a school is oversubscribed are fair. Fair oversubscription criteria are the key to fair admission arrangements."

Note: The Greek School of Ayia Triada reserves the right to refuse a place to a child depending on the circumstances of the school at the time of application. That is:

- Number of pupils exceeding 10 per class.
- Age at the time of admission <3 and 6/12 in September (less than 3 years old and six months). Parents of children under this age, can re-apply for admission when their child is 3yrs and 6/12.
- Prospective pupil not toilet trained (this is the cases where no early years facilities exist). Further fair overconsumption criteria are in place for ensuring fair admission to the school.

3. Attainment and Progress

Our aim is to ensure all pupils achieve standards of the highest possible levels. Pupil achievement is monitored termly. It is analysed by gender, ethnicity, FSM, able, gifted & talented, looked after children and Special Educational Need.

Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support. We aim to provide bilingual support to newly arrived pupils who are new to English.

The school will ensure that assessment is free of gender, cultural and social bias wherever possible. Baseline assessment is used appropriately for all pupils. All children are encouraged to take responsibility for their own learning through regular reflection on their progress.

Progress reports to parents are accessible and appropriate in order to ensure all parents have the opportunity to participate in dialogue with the school and where possible, interpreting/translating is provided. All forms of achievement are recognised and valued.

4. Attitudes, behaviour, personal development and attendance

The school promotes positive approaches to difference, fostering respect for people and property. Language or behaviour which is racist, sexist, homophobic, or potentially damaging to individuals and / or minority groups, will not be tolerated. There are high expectations of all pupils with regard to behaviour and attendance. All forms of harassment including racism, sexism and homophobia, are recorded, monitored and dealt with in line with the school's Behaviour, these will be evaluated yearly.

No member of staff will speak or act in a manner, which is sexist or racist. Any member of staff behaving in such a manner will face disciplinary measures. All staff will treat the children and other staff fairly, sympathetically and equally

within the structure of our stated School Aims and Ethos and also our Behaviour Policy. Any disciplinary measures will deal with the incident or pattern of behaviour, not the person. Stereotyping and generalised comments about behaviour patterns will not be condoned.

Pupils, staff, members of Management Board and parents are aware of the procedure should incidents of harassment arise and all staff operate consistent systems of rewards and discipline.

Greek School of Ayia Triada Birmingham works in partnership with parents and the community to address specific incidents of harassment and develops positive attitudes to differences in gender, culture, ethnicity religion and ability.

Staff members, governors, and pupils have been involved in developing this policy and are encouraged to explore their own views and attitudes to the above difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all children.

It is recognised that cultural background may affect behaviour or participation. The school takes this into account when dealing with incidents of unacceptable behaviour. Pupils are encouraged to become independent and to take responsibility for their own behaviour.

Exclusions and attendance are monitored by gender, ethnicity, looked after children and Special Educational Need. The school office keeps exclusion and attendance data. The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is followed up by in the first instance the headteacher.

5. Teaching and Learning

All children are encouraged to become responsible for their own learning. Teaching is responsive to pupils' differing experiences and learning styles in order to engage all pupils. The teacher ensures that the classroom is an inclusive environment in which children feel all contributions are valued. Where groups or individuals are marginalized the teacher takes positive steps to include them.

Teaching styles include collaborative learning so that children appreciate the value of working together. All children are encouraged to question, discuss and collaborate in problem solving tasks. Pupil grouping in the classroom is planned and varied.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. All members of our school community work towards the school's aims by:

- Valuing children as individuals and respecting their rights, values and beliefs.

- Fostering and promoting good relationships and a sense of belonging to the community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviour and attitudes.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas.

All resources are reviewed regularly to ensure they reflect the inclusive ethos of the school.

6. Curriculum & Activities

Whilst recognising that one key purpose of the school is to work with children and young people from one particular community within Bristol, efforts will be made offer positive images of all people and life styles. Greek School of Ayia Triada will promote race equality and will implement strategies to prevent and address racism and other forms of discrimination (this is in alignment with the Race Relations (Amendment) Act 2000). This will be done in how the school is managed and run and also in the curriculum that is delivered.

Each area of the curriculum is planned to take account of backgrounds and needs of all pupils and incorporate the principles of equality and to promote positive attitudes and to ensure all pupils have access to the mainstream curriculum. Also the curriculum builds on pupils' starting points and is differentiated appropriately and ensures the inclusion of:

- Pupils with Greek as an additional language
- Pupils with Greek as mother language
- Pupils with Greek as a foreign language
- Pupils with Special Educational Needs
- Both boys and girls
- Pupils who are gifted and talented
- Pupils who are looked after by the authority
- Pupils who are at risk of disaffection and exclusion
- Pupils with physical disabilities.

Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture. The best possible provision is made for pupils to observe and exercise religious activities. Informal events are designed to include the whole school community and at times will target minority or marginalized groups.

7. Leadership and Management Board

The school recognises that the School Management Board should reflect the make up of the community that it serves and every effort will be made to redress any imbalance or exclusion.

It is a condition of membership of the School Management Board and employees (both paid and voluntary) to follow the principles outlined in this policy.

All school policies reflect a commitment to equal opportunities. The management of the school and the governing body set a clear ethos which reflects the school's commitment to treat all its pupils, parents and staff with respect and sensitivity. 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. It is the policy for staff members to be consulted in the decision making process through regular opportunities to communicate both formally and informally.

8. Staffing

All staff including non-teaching and part time staff are given status and support. The induction of new staff addresses issues of equality.

All members of staff have access to in-service training, which will enable personal and professional development.

Recruitment and selection procedures are fair, equal and in line with statutory duties.

Whenever possible staff reflects ethnic and gender diversity at all levels. The skills of all staff members are recognised and valued and staff are encouraged to share their cultural knowledge and experience.

Staff and visitors to school are encouraged and provide a wide range of role models that reflect the diversity of the local and wider community. There is a named member of the Management Board responsible for Equal Opportunities in the school, a designated teacher with responsibility for Child Protection and Special Needs children.

9. Partnership with parents and the community

We are committed to working closely with parents and believe that the school and parents should work in partnership to help the children to gain the most from their time at school. All parents are encouraged to participate in all levels in the full life of the school and their children's learning by, for example:

- Holding meetings/visits for Early Years children and their parents.
- Holding information/curriculum workshops.
- Offering parents the opportunity to help in school.

- Inviting parents to assemblies, concerts, sports days etc.
- Introducing paired activities e.g. Literacy and Numeracy projects
- By helping their children at home with shared reading activities, learning spelling and practising number facts.
- Informing parents about lunchtime procedures and the choice of meals available when we have planned lunchtimes or breakfast club days.
- Information and meetings for parents are made accessible for all. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.

We are committed to working closely with parents and believe that the school and parents should work in partnership to help the children to gain the most from their time at school. The child whose parents take an active interest in their education has a natural advantage. Education is at its best when the child is supported and encouraged by interested parents.

10. Monitoring and review

In accepting the principle of Equal Opportunities and recognising that they apply throughout all aspects of its work, Greek School of Ayia Triada will implement monitoring systems to highlight shortcomings and review its procedures and practise accordingly on an annual basis (as a minimum). Plans will be made on how equalities issues will be promoted on yearly basis. This monitoring will also include reviewing recruitment processes (for staff, volunteers and the School Management Board) and the curriculum (including lessons and activities).

11. Information

General information on the activities and aims and purposes of Greek School of Ayia Triada will be given to all potential users and interested parties. Where appropriate, translations in to relevant languages, large print or Braille will be undertaken. Jargon or unnecessary complicated language will be avoided. Where appropriate, the skills of a translator will be sought. All advertising in relation to recruitment of staff or management will not be limited to a single method and where appropriate, positions will be advertised in minority as well as mainstream press.

12. Disability

The Greek School of Ayia Triada accepts the social model of disability and will strive to redress the disabling elements within our society and within its own organisation and practise.

Every effort will be made to meet the needs of disabled children, young people and parents and to ensure they feel welcomed and valued. The school recognises that this will be achieved not only through the provision of physical access and reasonable adjustments to make the curriculum more accessible, but also by the attitude of management, staff, volunteers and users of the

school. Additionally to providing mobility friendly building the Greek School of Ayia Triada Birmingham aims to liaise with mainstream schools for providing the best support to its students with additional needs.

13. Harassment

Greek School of Ayia Triada will not tolerate incidents of harassment or abuse and will address any complaint or occurrence of harassment or abuse promptly- Police will be involved in any form of harassment of staff, of management (see Greek School - Complaints Procedure).

Such incidents will be dealt with due sensitivity and with a view to supporting the victim and working with the perpetrators to help them overcome their prejudice and understand the effect of their behaviour.

Any persistence in harassment through behaviour or language will not be tolerated and will invoke disciplinary measures for staff, management and children. In the case of parents – persistent behaviour of this nature will result in the individuals concerned being removed from the premises and prevented from returning until the School Management Board has received written assurance that they will comply with this policy.

All staff and volunteers will be familiar with this policy and this will be included in their induction training. All incidents of harassment or abuse of this nature will be recorded in the incident book.

Appendix A - Acts and Legislation

1) Sex discrimination

The Sex Discrimination Act 1975 (section 29) generally prohibits discrimination against men or women in the supply of goods or services.

The Equality Act 2006 generally makes it unlawful for a public authority to do anything that amounts to gender discrimination. Public authorities also have to consider how to achieve the need to eliminate unlawful gender discrimination and harassment and the need to promote equality of opportunity between men and women. Each public authority has to publish a gender equality scheme to show how it will make sure it meets these, and other, duties.

2) Race discrimination

The Race Relations Act 1976 (section 20) generally prohibits discrimination – directly or indirectly - in the provision of goods or services on the basis of someone’s colour, race, nationality (including citizenship), or ethnic or national origin. If an organisation has more than 25 members, the Act also prohibits discrimination against an applicant for membership unless the organisation’s main object is to enable the members of a particular racial group, defined without reference to colour, to enjoy the benefits of membership (sections 25 and 26). Sections 37 and 38 allow employers to take positive action regarding employment where that racial group is under represented in a particular type of work to provide training to that racial group to help fit them for that work or to encourage them to apply for jobs.

The Race Relations (amendment) Act 2000 generally says that public authorities must consider how to get rid of unlawful racial discrimination, promote equal opportunities, and promote good relations between people of different racial group in relation to everything they do. Each public authority also must publish a race equality scheme setting out what action it will take to make sure they meet these, and other, duties under the RRA.

3) Disability discrimination

The Disability Discrimination Act 1995 (section 19) generally prohibits discrimination in the provision of goods, facilities and services on the basis of disability. Service providers must treat disabled people the same way they would treat others when providing a service or facility. Removal of physical barriers will be required from October 2004, where reasonable and practicable. A service provider needs to take “reasonable steps” to ensure that disabled people can use the service.

Factors that might be taken into account when considering what are “reasonable” adjustments include:

- effectiveness of the adjustment in removing the barrier
- how practicable it is to make the adjustment
- the extent of disruption

- time and effort needed to make the adjustment
- the cost – but also the extent of the service provider’s financial or other resources
- the amount already spent on adjustments
- the availability of financial or other assistance

The Code of Practice to the “goods and services section” of the Act advises service providers to:

- provide information for staff on the requirements of this section of the Act.
- develop and implement positive policies to ensure inclusion of disabled people in services they deliver.
- provide staff training.
- have an accessible complaints procedure in place.
- undertake consultation with disabled people.
- have procedures for monitoring and review of any adjustments, which are in place, to ensure they continue to be effective and can be updated as necessary.

4) Sexual Orientation

The Employment Equality (Sexual Orientation) Regulations 2003 outlaw discrimination and harassment on grounds of sexual orientation in workplaces. They cover all aspects of the employment relationship, including recruitment, pay, working conditions, training, promotion, dismissal and references. It outlaws, direct discrimination, indirect discrimination and harassment.

5) Religion or Belief

The Employment Equality (Religion or Belief) Regulations 2003 outlaw discrimination and harassment on grounds of religion or belief in workplaces. They cover all aspects of the employment relationship, including recruitment, pay, working conditions, training, promotion, dismissal and references. It outlaws, direct discrimination, indirect discrimination, harassment and victimisation.

6) Age

The Employment Equality (Age) Regulations make it illegal for employers to discriminate against employees, trainees or job seekers because of their age and ensure that all workers, regardless of age, have the same rights in terms of training and promotions.

The Regulations cover direct discrimination, indirect discrimination, harassment and victimisation; and include all workers and those taking part in, or applying for, employment related training including further and higher education.

Appendix B – Employment Policy and Recruitment

Equal opportunities are vital in staff recruitment. It is essential that all posts are advertised openly and widely and that agreed selection procedures are followed at all times. All staff, volunteers and members of the School Management Board involved in the recruitment process need to follow an agreed recruitment procedure that includes the process for:

- Job descriptions.
- Application forms.
- Adverts.
- Interviews
- Selection.
- Induction.
- Conditions of service.

Premises, working conditions and terms and conditions should strive to promote equality of opportunity and ensure that certain groups are not discriminated against.

Staff training needs, in issues of equal opportunities, need to be reviewed regularly and arranged as appropriate. Staff induction should cover the school's commitment to equal opportunities thoroughly.

16. Version Control

Version Name	Date	Reason for Update
Draft Equal Opportunities Policy (1 st version)	01/12/2007	Not in place, needed to Create Equal Opportunities. Feedback Dr Riaz Farooq – Birmingham City Council-Local Supplementary School Officer
Draft Equal Opportunities Policy (2 nd Version)	October 2009	More amendments agreement in School Management Board to change the Equal Opportunities Policy and make it more comprehensive
Draft Equal Opportunities Policy	17/11/2010	Feedback from Karen Gardiner NRC-ContinYou
Updated Equal Opportunities Policy	10/09/2013	Ratified by Management Board Signed by the Management Board
Updated	06/08/2014	Ratified by Management Board Signed by the Management Board
Reviewed	01/09/2015	Ratified by Management Board Signed by the Management Board
Reviewed	01/09/2016	Changes in the content of this policy. Additions with regards to various aspects of Equal opportunities in all sections of the policy. This policy was then presented to the first Management Board Meeting for approval.

Updated	01/07/2017	No changes, , Reviewed and Approved
Next Review	01/09/2019	