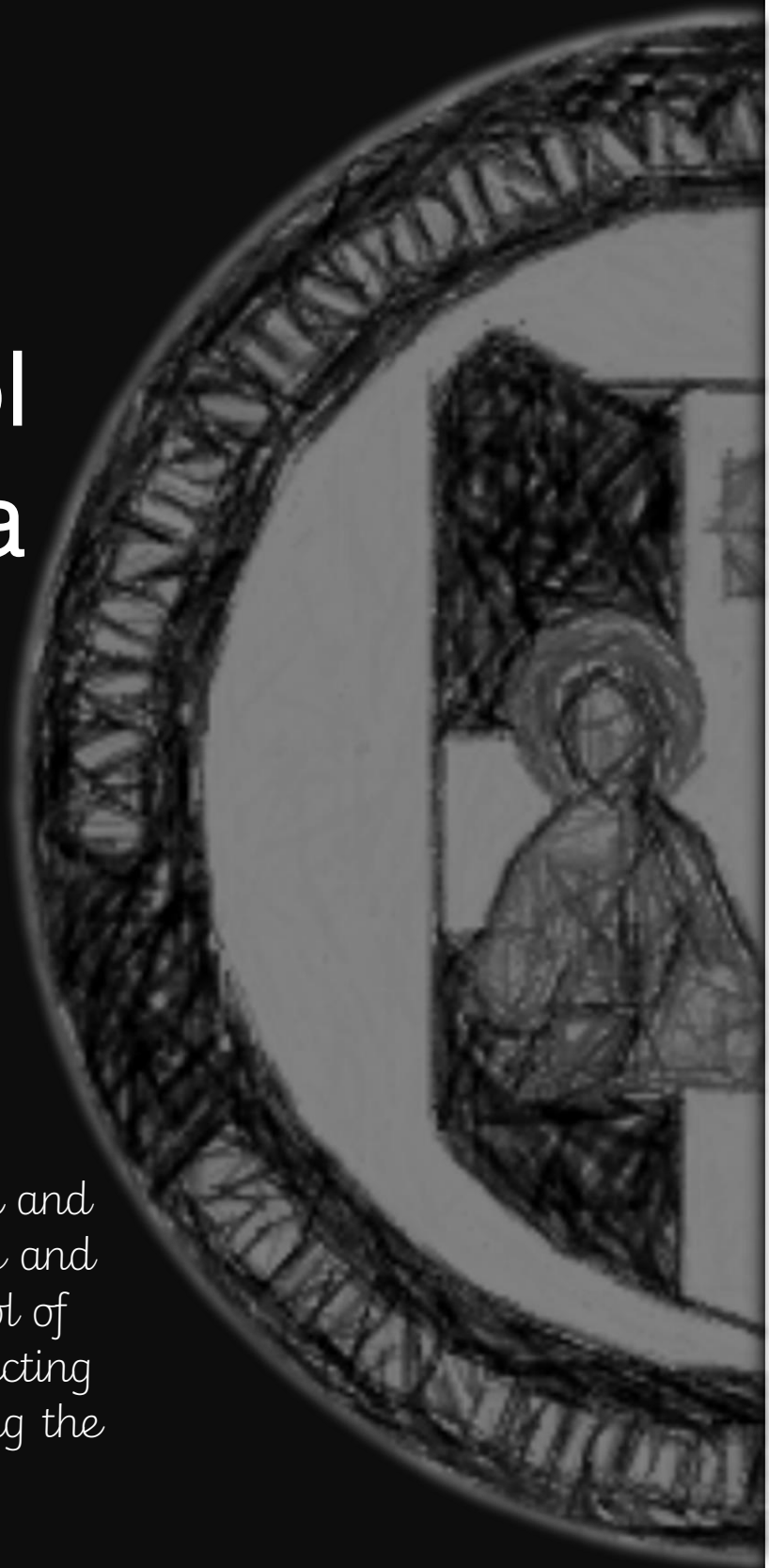


Greek School *of* Ayia Triada Birmingham

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

At the GSAT, we are dedicated to providing an inclusive educational environment where every child, individual (including staff members, volunteers, and members of the School Management Board), and family is treated with fairness and respect, and where unlawful discrimination is strictly prohibited. We firmly uphold this commitment across all aspects of our operations, ensuring that discrimination based on age, sex, sexuality, family status, financial means, disability, race, ethnic origin, culture, religion, or belief is never tolerated.

Moreover, our school is committed to fostering the development of self-respect and self-esteem among all pupils, staff, and the wider community we serve. In pursuit of this objective, we endeavor to meet the diverse needs of every individual, considering factors such as gender, ethnicity, culture, religion, language, sexual orientation, age, ability, and social circumstances.

Our staff are keenly aware of the importance of a curriculum that reflects cultural diversity and adequately prepares pupils for life in a pluralist society. We adamantly oppose all forms of prejudice and discrimination, striving to deliver a high-quality education that supports each pupil in nurturing their personal and cultural identities. We firmly believe that such preparation equips our students to fully participate in society as equal citizens, capable of making meaningful contributions.

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, 2022, Link: [School admissions: Choosing schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/school-admissions-choosing-schools) accessed September 2022/ Document version March 2022)

Please note that according to section 2.1. of the Guidance (DfE, 2022, 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 GSAT reserves the right to refuse a place to a child depending on the circumstances of the school at the time of application. We have adopted some of the key criteria of the guidance of 2022 in the cases where we have very limited places to offer to new children in order to ensure transparent procedures for admission (DfE, 2022, Link: [School admissions: Choosing schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-admissions-choosing-schools) accessed September 2022/ Document version March 2022)

- **Location:** Who live close to the school
- **Age:** where the age is below the announced admission age for Nursery/Reception classes
- **Siblings:** Who have a brother or sister at the school already
- **Timing:** Based on the time of application-priority to applications based on time of application
- **Level and school capacity.**

At the time of registering for Nursery/Reception admission may be refused due to the:

- Number of pupils exceeding 15 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 students are encouraged to take active ownership of their educational journey. Our teaching methods are designed to accommodate the diverse experiences and learning preferences of each student, ensuring their full engagement in the learning process. Teachers prioritize the creation of inclusive classroom environments where every student's contributions are acknowledged and valued. In cases where certain groups or individuals may feel marginalized, teachers take proactive measures to promote their inclusion.

Our teaching approaches incorporate collaborative learning strategies, emphasizing the importance of teamwork and cooperation among students. Students are encouraged to question, discuss, and collaborate on problem-solving tasks, fostering a culture of inquiry and shared learning experiences. Classroom groupings are carefully planned and varied to optimize learning outcomes for all students.

Teachers actively challenge stereotypes and foster students' critical thinking skills and understanding of fairness, empowering them to recognize bias and address inequalities in their environment. This approach cultivates a sense of social responsibility among students and equips them with the skills needed to advocate for equity and inclusivity. All members of our school community work towards the school's aims by:

- Respecting the individuality of each child and honouring their rights, values, and beliefs.
- Cultivating strong relationships and fostering a sense of community belonging.
- Ensuring equality of opportunity across all facets of school life and acknowledging the significance of diverse cultures.
- Promoting and celebrating positive relationships, behaviors, and attitudes through encouragement, praise, and positive reinforcement. 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

While acknowledging that the GSAT primarily serves a specific community within the Midlands, it is committed to portraying positive representations of all individuals and lifestyles. Embracing the principles of race equality, the school actively implements strategies to prevent and address racism and other forms of discrimination, in accordance with the Race Relations (Amendment) Act 2000. This commitment is evident in the management and operation of the school, as well as in the curriculum delivery.

Each aspect of the curriculum is meticulously designed to accommodate the diverse backgrounds and needs of all students, promoting equality and fostering positive attitudes. Additionally, the curriculum is tailored to cater to the individual starting points of students and is appropriately differentiated. The school ensures inclusion by catering to the following groups:

- Students with Greek as an additional language
- Students with Greek as their mother language
- Students learning Greek as a foreign language
- Students with Special Educational Needs
- Both male and female students
- Gifted and talented students
- Students under the care of local authorities
- Students at risk of disaffection and exclusion
- Students 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

GSAT acknowledges the importance of ensuring that the School Management Board reflects the diverse composition of the community it serves. Every effort will be made to rectify any imbalances or exclusions that may exist.

Membership of the School Management Board, as well as employment (both paid and voluntary), is contingent upon adherence to the principles delineated in this policy.

All school policies are aligned with a steadfast commitment to equal opportunities. The school's management and governing body establish a clear ethos that underscores the institution's dedication to treating all students, parents, and staff members with respect and sensitivity. Ongoing monitoring of teaching and curriculum development ensures high standards and an inclusive scope of content relevant to both the school and the broader community.

Furthermore, staff members are actively engaged in the decision-making process through regular opportunities for formal and informal communication, in line with the school's policy.

8. Staffing

All staff, including non-teaching and part-time personnel, receive comprehensive induction and support at the commencement of their employment and at the onset of each academic year. The induction process for new staff members encompasses issues of equality, ensuring a strong foundation for understanding and promoting inclusivity within the school community. Additionally, all staff members have access to ongoing in-service training opportunities aimed at facilitating both personal and professional development.

Recruitment and selection procedures adhere strictly to principles of fairness, equity, and statutory requirements.

Efforts are made to ensure that the staff body reflects ethnic and gender diversity across all levels whenever feasible. The skills and contributions of all staff members are duly recognized and valued, with encouragement for sharing cultural knowledge and experiences.

The school actively promotes diverse role models among its staff and visiting individuals, thereby reflecting the rich diversity of the local and broader community. Additionally, the school designates a specific member of the Management Board responsible for overseeing Equal Opportunities initiatives, along with a designated teacher tasked with responsibilities pertaining to Child Protection and Special Educational Needs children.

9. Partnership with parents and the community

We are dedicated to fostering strong partnerships with parents, recognizing that collaboration between the school and parents is essential for enabling children to realize their full potential. We encourage parents to engage actively in various aspects of school life and their children's learning journey through initiatives such as:

- Organizing open evenings and visits specifically tailored for Early Years children and their parents.
- Conducting information and curriculum workshops to keep parents informed and involved.
- Providing opportunities for parents to volunteer and assist within the school.
- Extending invitations to parents to attend assemblies, national events, sports days, and other school events.
- Facilitating paired activities for Greek literacy projects to enhance parental involvement in their children's learning.
- Encouraging parents to engage in shared reading activities, spelling practice, and numeracy exercises with their children at home.
- Ensuring parents are well-informed about lunchtime procedures and meal options during planned lunchtimes.
- Ensuring that information for, and meetings with the parents are easily accessible to all, and that admissions forms contain comprehensive

details about students' ethnicity, first language, religion, physical needs, dietary requirements, and other pertinent information.

We firmly believe that effective collaboration between the school and parents is fundamental to maximizing the educational experience for children. Students whose parents actively support their education inherently benefit. Education thrives when children receive support and encouragement from engaged parents.

10. Monitoring and review

In accepting the principle of Equal Opportunities and recognising that they apply throughout all aspects of its work, GSAT 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 annual 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 GSAT will be given to all potential users and interested parties. Part of this is school communication which we will always ensure is at least bilingual. Where appropriate, translations into 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

GSAT embraces the social model of disability, committing to address and mitigate the barriers within both our broader society and our own organizational structure and practices.

We are dedicated to meeting the needs of disabled children, young people, and parents, ensuring they feel valued and included within our school community. Achieving this goal entails not only providing physical accessibility and implementing reasonable adjustments to enhance curriculum accessibility but also fostering an inclusive attitude among management, staff, volunteers, and school users.

In addition to maintaining a mobility-friendly infrastructure, GSAT endeavours to collaborate with mainstream schools to optimize support for students with additional needs, thereby facilitating their educational experience to the fullest extent possible (including support during exams or generally).

13. Harassment

GSAT maintains a zero-tolerance policy towards harassment, abuse, and bullying. Any such incidents will be promptly addressed, with appropriate involvement of law enforcement if deemed necessary, especially in cases involving, children, members of staff or members of Management Board(refer to Greek School - Complaints Procedure) or serious bullying incidents, as outlined in Appendix C: Zero Tolerance to Verbal and Physical Abuse.

Incidents of this nature will be handled with utmost sensitivity, prioritizing support for the victim while also working with the perpetrators to address underlying prejudices and comprehend the impact of their actions.

Persistent harassment, whether through behaviour or language, verbal face to face, in writing or online (school social media) will not be tolerated and may result in disciplinary action. In cases involving parents, continued engagement in such behaviour will lead to immediate removal from the premises and prohibition from returning until the School Management Board receives written assurance of compliance with this policy (policy on Expected Code Of Conduct).

All staff and volunteers will receive thorough induction training that includes familiarization with this policy . Furthermore, all incidents of harassment or abuse will be documented in the incident book for proper record-keeping and follow-up.

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.



ZERO TOLERANCE

**Our Members of Teaching Staff,
Volunteers and Members of MB
and wider community members
have the right to be treated with
Dignity and Respect at all times**

**They should be able to do their
jobs without being physically
and verbally abused**

Most people respect this.

Thank you for being one of them



ZERO TOLERANCE

to
Bullying

adults/ children/ wider community policy

Bullying can be reported to any member of staff or Management Board or to the Safeguarding lead of our school and or the class teacher



TYPES OF BULLYING

Physical Bullying

The victim received various harsh physical treatments such as stumbling, hitting, impairing objects.



Verbal Bullying

Verbal bullying is coming out with painful words nicknames.

Social Bullying

Involving many actors or groups is carried out by ignoring, isolating, or avoiding.



Cyber Bullying

In the form of rude comments threats that intend to hurt someone's heart on social media

Bullying!



Bullying is...

wrong

hurtful

done on purpose

done again and again

it is something that can happen:

to anyone

anytime

anywhere

in anyway