



Ravensmead Primary School

Equal Opportunities Policy (to meet the requirements of the Public Sector Equality Duty)

Introduction

This policy aims to address issues relating to Public Sector Equality Duty Act 2010. Ravensmead's decisions with regard to the nine "protected characteristics" should be considered against this Equal Opportunities framework. These characteristics include:

Race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment.

Ravensmead aims to provide all pupils with equal opportunities. They should have equal access and opportunities within the Curriculum, both formal and informal, so that when leaving our school they have the widest possible options available to them, educationally, socially and vocationally.

Ravensmead supports equal opportunities by countering stereotypes and prejudice, reducing the effects of sexual, racial and social discrimination, while at the same time acknowledging the diverse cultural and educational needs of our pupils.

Equality of opportunity for all children is essential, whatever their age, ability, gender, race or background. We recognise that a child's self perception can be influenced by his or her environment. We want all our pupils to achieve their full potential during their time with us. We work to ensure that our expectations, attitudes and practices – in particular those relating to gender – do not prevent any child from fulfilling his or her potential.

We understand that, as children mature and their relationships with peers of both sexes develop, their perception of gender roles alters. We also accept that such perceptions are influenced by factors, including home, peer group and the media.

Aims and Objectives

1. To eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance Equality of Opportunity between people who share a "protected characteristic" and people who do not share it.

3. To foster good relations across all “protected characteristics” – between people who share a “protected characteristic” and people who do not share it.

At Ravensmead we aim to provide a curriculum, which:

- Develops the spiritual, moral cultural, social and physical well being of each pupil and prepares them for the responsibilities and opportunities of life in an ever increasing multi cultural society;
- Meets the needs and interests of each individual child;
- Identifies and realises the individual talents of each child, within a happy, caring, secure and welcoming atmosphere, for all;
- Emphasises the importance of first hand learning experiences for children;

In order to realise equal opportunity for all individuals we aim to:

- Ensure that all children have equal access to every area of the curriculum;
- Ensure that all learning experiences offered to children are of the highest quality suited to the child’s interests and ability and sufficiently resourced using materials that avoid gender bias and stereotyping;
- Actively discourage and challenge discrimination on grounds of race, religion, gender, social and cultural background, academic performance and disabilities;
- Recognise the value of discriminating positively to provide opportunities that meet particular educational needs of some children in raising academic performance, e.g. through target setting, additional Literacy, Numeracy or other learning support “booster classes”, “precision teaching”, provision for Gifted and Talented pupils and in areas where there is a great imbalance of achievement between genders;
- Reward effort, excellence and personal achievement in whatever sphere and level it is achieved;
- Present positive images of both sexes, cultures and people with disabilities;
- Provide experiences which promote understanding of, and respect for different cultures;
- Promote good relations and present positive images of all groups in the local community;

Teaching and Learning

Equal Opportunities can be provided for boys and girls during the school day by following the guidelines below:

- Impartiality is demonstrated by teacher time, attention and resources being given equally to boys and girls, who are encouraged to work and play freely together;
- Encourage them to undertake non traditional tasks and share responsibilities;
- Use a similar voice tone when talking;
- Observe informal conversations and intervene discretely to challenge stereotyped assumptions;
- Ensure a variety of roles are undertaken in mixed groups;
- Vary the composition of groups using mixed and single sex combinations;
- Opportunities are given for children to work with male and female teaching and non teaching staff;

Equality is demonstrated when giving/delegating responsibility and noting the achievements of children:

- Discipline – notably rewards and sanctions – are the same for all children;
- Our school uniform policy embodies the same standards for all children;
- Separate toilets and changing facilities for KS2 children in PE and swimming are provided;
- Children and staff are encouraged to respect and value each other, and build and maintain co-operative working relationships both within school and in the community;

Any discrimination that arises inside or outside of the classroom is handled sensitively and discussed with the children.

Racial equality

In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour and Discipline).

We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in our curriculum and worship times, children learn about other faiths and religions.

Disability non-discrimination

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

Gender equality

We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of the boys. These include:

- dealing with negative aspects of boys' behaviour,
- removing gender bias from our resources;
- making sure that our displays reflect boys and men as effective learners and achievers;
- encouraging boys to read fiction.

To make our teaching more accessible to boys, we:

- begin a lesson by stating the learning outcomes, and giving the 'big picture';
- employ a variety of activities, and include a kinaesthetic element;
- deliver work in bite-sized chunks, with 'brain breaks' and new starts;
- provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

The role of governors

In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

The role of the headteacher

It is the headteacher's role to implement the school's policy on equal opportunities, and they are supported by the governing body in so doing.

It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

The headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

The role of the class teacher

Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions

women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book and draw them to the immediate attention of the headteacher.

Resources

Consideration of equal opportunities issues must take place during the curriculum planning stages for all subjects. Each subject should have a supply of resources that are appropriate for the planned experiences that each child will encounter. Materials used in the curriculum should not reflect stereotyping or over simplified views of culture, race, gender, disabilities or social backgrounds. Materials used should have a balance so that minorities and gender are depicted in positive roles. Those materials that do not meet the requirements should be phased out and replaced.

Assessment

A range of assessment methods should be used so that all children get an equal opportunity to do their best and these assessments should be used in written or verbal reports.

Assessment results including end of Key Stage results and individual pieces will be analysed by class/set/subject staff and the Assessment Co-ordinator in the three core subjects.

At the time of writing (October 2014) along with all schools nationally, Ravensmead is considering again its Assessment procedures against a new National Curriculum and changes to National Assessment. Staff will endeavour to provide ways to rectify any imbalances between genders by positive discrimination.

Monitoring and Evaluation

Ravensmead recognises the value of evaluating and monitoring equal opportunities; measures include:

- Reviewing attendance and punctuality – analysing reasons for absence – where patterns affect particular groups of children;
- Reviewing the quality of relationships between different groups of children;
- Analysing the attainment and progress of pupils, highlighting significant variations in attainment among pupils of different gender, ethnicity or background;
- Reviewing subject areas to ensure that the equal opportunities criteria is being met.

Staffing and School Organisation

We provide all staff at Ravensmead with equal opportunities. No teaching or non teaching post is gender specific and, when appointing staff, recruiting procedures recommended by the Staffordshire LA will be followed.

Tasks, duties and responsibilities are allocated without discrimination. Men and women are encouraged to teach all age groups. All staff have equal access to professional development and posts of responsibility.

All members of staff review regular practices and approaches involving equal opportunity.

Parents and members of the local community should be frequently involved in the curriculum of the school by, for example, giving talks, contributing to helping in the school and providing assistance on school trips. Communications to parents and/or guardians should suggest that given tasks are suitable for both genders.

All pupils should be aware that there are school rules prohibiting racial and sexual harassment, abuse, graffiti and name calling in the playground, corridors, toilets and other areas of the school. All staff should be aware of procedures for dealing with racial incidents.

Every child should have equal access to all areas of the playground and playing fields. There should be an area where children are able to play quietly and not be involved in boisterous activities.

Equal Opportunities Target – September 2014 to July 2015

The school will monitor and check whether there are any imbalances between extra curricular opportunities for boys and girls with remedial action to be taken for the following year.

Miss Morgan who has responsibility for the schools extra curricular programme and analysed the data for this period and reported against it. (Please refer to her detailed report.)

Agreed by Curriculum/Personnel Sub Committee Meeting on Monday 13th October 2014 findings reported back to the committee.

Equal Opportunities Target – September 2015 to July 2016

In the Summer 2015 the proportion of 'Summer born' Reception age pupils attaining a 'Good Level of Development' was only 50%. Although Nationally the proportion of 'Summer born' pupils attaining 'Good Levels of Development' is low the schools 50% figure was 10% below Staffordshire's average. The target for 2015-2016 is therefore for 'Summer born' Reception pupils to attain 'in line' with Staffordshire averages.

Policy and Target reviewed: Summer 2016 figures unfortunately indicated that Ravensmeads Summer born pupils remain behind the Local Authority figure. Ravensmead Summer Birth Pupils 50% made Good Level of Development. Staffordshire Summer Births Pupils 63.9% made GLD

Equal Opportunities Target – September 2016to July 2017

We propose that the Equal Opportunities Target should remain the same as last years and every effort should be made to address the issue during the current Academic Year

Agreed by Governors

Chair of Pers Curric Sub Committee.....

Review Date..... Sept 2017