

Equality Policy and Objectives



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This policy/document was reviewed by:-

Signed.....

Date:

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Dee Point Primary School

Equality Information and Objectives Statement for Publication

Introduction

Equality statement

At Dee Point Primary we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

At Dee Point Primary we believe diversity is a strength which should be respected and celebrated. Therefore we aim to:

- Provide all children with the opportunity to succeed to reach the highest level of their personal achievement
- Create a positive school ethos where everyone feels they belong including parents and carers
- Teach children to be proud of who they are whilst recognising and celebrating difference and diversity
- Make sure school is a safe, secure and stimulating place for everyone

Legislation and Guidance

The Equality Act 2010 provides a single and consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

As a school, Dee Point Primary cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

The Equality Act makes it unlawful for the responsible body of our school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions,
- In the way it provides education for pupils,
- In the way it provides pupils access to any benefit, facility or service,
- By excluding a pupil or subjecting them to any other detriment.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions between pupils and school.

The Equality Act 2010 states that it is against the law to discriminate against a pupil, prospective pupil, member of staff, member of responsible body because of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy or maternity

- Race
- Religion or belief
- Sex
- Sexual orientation

Roles and Responsibilities

The Governing Body will:

- Have a commitment to equal opportunity and it will continue to do all it can to ensure that all members of the school community are treated fairly and equally.
- Evaluate a range of school data to check that all pupils are making the best possible progress, and that no group is underachieving. To do this, it will monitor admissions, attainment, exclusions, parents' and pupils' questionnaires.
- Ensure that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least every two years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils, communicate what is expected of them and can be expected from the school in carrying out its day to day duties.
- Promote the principle of equal opportunity when developing the curriculum.
- Ensure that the school community receives adequate training and awareness to meet the need of delivering equality.
- Ensure that the staff are aware of their responsibility to record and report prejudice related incidents.
- View all incidents of unfair treatment, under the Equality Act 2010, with due concern.
- Identify and challenge bias and stereotyping within the school curriculum and school's culture.
- Monitor success in achieving the objectives and report back to governors.
- Understand and acknowledge individual responsibility to record and report prejudice related incidents using CPOMS.

The Senior Leadership Team will:

- Support the headteacher in meeting duties under the Equalities Act.
- Ensure fair treatment and access to services and opportunities.
- Understand and acknowledge individual responsibility to record and report prejudice related incidents using CPOMS.
- Promote equal opportunities through their words and actions.
- Identify and challenge bias and stereotyping within the curriculum and school's culture.

The Teaching and Non-Teaching staff will:

- Support the headteacher in meeting duties under the Equalities Act.
- Uphold the commitment made to pupils and parents/carers on how they can expect to be treated.
- Ensure all pupils are treated equally, to support positive outcomes for all pupils
- Design and deliver an inclusive curriculum
- Understand and acknowledge individual responsibility to record and report prejudice related incidents using CPOMS.
- Promote equal opportunities through their words and actions.
- Identify and challenge bias and stereotyping within the curriculum and school's culture.

Our Pupils/Students will:

- Be involved in the development of a child friendly Equality Policy and will understand how it relates to them, appropriate to age and ability.
- Be expected to act in accordance with this policy.
- Be encouraged to actively support the policy.

Volunteers, Visitors and Contractors should:

- Refrain from engaging in discriminatory behaviour or language on school premises.
- Bring to the attention of a member of staff any act, or behaviour that concerns them with regard to this policy.

Equalities Objectives

As outlined in our SSDP, Dee Point Primary has the following key priorities and aims:

- 1. To ensure all pupils, disadvantaged and able, attain in line with national comparators from the different prior attainment groups at both standards in all subjects at the end of key stage 2.**

SMSC outcomes:

- All pupils to have a sense of enjoyment and fascination about their learning in English and mathematics
- All pupils to show a willingness to reflect upon their learning experiences
- All pupils to think and be creative in their learning
- All pupils to be able to recognise how they can improve their work
- All pupils to engage enthusiastically in their learning.

Equality Objectives:

- To narrow achievement gaps between disadvantaged pupils and all pupils.
- Reduce the number of passive learning grades for boys in Y6
- Improve the participation and engagement of parents of identified boys through structured conversations.

- 2. To accelerate progress for all pupils across Years 1-5 to ensure attainment is in line with national comparators from their different starting points.**

SMSC outcomes:

- All pupils to have a sense of enjoyment and fascination about their learning in English and mathematics
- All pupils to show a willingness to reflect upon their learning experiences
- All pupils to think and be creative in their learning
- All pupils to be able to recognise how they can improve their work
- All pupils to engage enthusiastically in their learning.

Equality Objectives:

- To reduce the number of passive / negative learning boys in Y5
- To continue to improve the attendance of SEND pupils.
- To reduce the number of exclusions for children with SEND
- To reduce the number of negative learning grades for children with SEND

3. To accelerate the rates of progress in Literacy and Maths across Foundation Stage to ensure a greater proportion of children achieve the ELG's in Reading, Writing & Maths.

SMSC outcomes:

- Pupils explore their own values and beliefs
- Pupils have a caring and positive attitude to others
- Pupils are aware of the boundaries within the setting
- Pupils are able to negotiate and solve problems
- Pupils are accepting of others

Equality Objectives:

- To develop and improve the participation and engagement of parents and carers.
- To narrow achievement gaps between boys and girls.
- To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference

4. To ensure that governors have an accurate and comprehensive understanding of the quality of education at Dee Point to drive continuous school improvement.

SMSC outcomes:

- Use a range of different social skills in different contexts through pupil voice activities.
- To recognise the sense of enjoyment and fascination in learning.
- To recognise how children use their imagination and creativity in their learning.
- To recognise how children are able to reflect on their experiences.

Equality Objectives:

- To recognise how the school is narrowing gaps between groups of pupils including SEND, Gender, Disadvantaged.
- To recognise and identify patterns in attitudes to learning across different groups of pupils including SEND, gender, disadvantaged.

5. To implement a consistent approach to the teaching of maths that will develop teacher's pedagogy and improve pupils' independence and motivation.

SMSC outcomes:

- All pupils to have a sense of enjoyment and fascination about their learning in English and mathematics
- All pupils to show a willingness to reflect upon their learning experiences
- All pupils to think and be creative in their learning
- All pupils to be able to recognise how they can improve their work
- All pupils to engage enthusiastically in their learning.

Equality Objectives:

- To reduce the number of passive / negative learning boys in Y5
- To continue to improve the attendance of SEND pupils.
- To reduce the number of exclusions for children with SEND
- To reduce the number of negative learning grades for children with SEND

6. To provide a broad and balanced curriculum which inspires children to learn through the development of an effective computing curriculum.

SMSC outcomes:

- All pupils to have a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- All children to use their imagination and creativity in their learning.
- All children to willingly reflect on their experiences.
- All children are able to use a range of social skills in different contexts, for example working with pupils from different socio-economic backgrounds.
- All pupils show a willingness to participate in and respond positively to different learning opportunities.

Equality Objectives:

- To reduce the number of passive learners across the school through the use of computing; key groups: boys, SEND, disadvantaged.

7. To improve the accuracy of recording teacher assessments through securing their knowledge and understanding of the age group they are teaching

SMSC outcomes:

- All pupils to have a sense of enjoyment and fascination about their learning in English and mathematics
- All pupils to show a willingness to reflect upon their learning experiences
- All pupils to think and be creative in their learning
- All pupils to be able to recognise how they can improve their work
- All pupils to engage enthusiastically in their learning.

Equality Objectives:

- All teachers are able to assess and identify patterns in progress and attainment for different groups of children including: SEND, Disadvantaged, Gender.

8. To develop the children's resilience in their learning to ensure they reach the best possible outcomes.

Curriculum

Dee Point Primary School will ensure that the curriculum:

- Reflects a commitment to equality
- Prepares pupils for life in the UK which is a diverse society
- Fosters good relations between people who share a protected characteristic and those who do not
- Uses opportunities to reflect on the background and experience of pupils and the wider community
- Challenges prejudice and recognises and challenges discriminatory behaviour and language whenever it occurs
- Promotes the Dee Point values and ethos explicitly through emotional Literacy, SMSC and PSHE
- Uses a range of images and materials that positively reflect a range of cultures, communities, identities and lifestyles.

What does equality look like a Dee Point?

At Dee Point Primary School we aim to promote a positive and inclusive culture of equality. We want to embed positive values within the children, promoting and celebrating diversity. We aim to do this following the example led in 'No Outsiders in our School', Andrew Moffat.

Within the classroom:

- Teachers will follow a scheme of work outlined in 'No Outsiders in Our School', teaching 2 lessons per half term based on texts outlined in lesson plans. These texts aim to celebrate diversity as a whole and are year group appropriate.
- School will celebrate Equalities Week (8th October 2018) with lessons focused on Equality and Diversity.
- Our school delivers a broad SMSC curriculum (fig. 1), which allows children to celebrate and explore aspects of British and other cultures, concepts relating to other cultures and insights into the lives of others, for example asylum seekers and migrant workers.
- All members of staff within the classroom encourage discussion of equality issues. Each class has a set News time and News Board. This is used to share personal, local, national and international events. Furthermore, through our Equalities curriculum, teachers will share news from around the UK and World in relation to equality and diversity.
- Staff support children by giving links to local community and individuals, for example, by participating with whole school 'secret reader' incentive.
- Staff support teaching and learning styles which are inclusive and reflect the needs of pupils

Whole School:

- We use contextual data to improve the support we provide to individuals and groups
- We monitor achievement data by groups relevant to our setting and act upon findings

- We take into account the achievement of all pupils when planning future learning and set challenging targets based on individual achievement
- We challenge discriminatory behaviour of any kind
- We seek to involve parents and carers in supporting their child's education
- We provide staff with training in a variety of different areas, e.g. Attachment Theory, Autism and De-escalation.
- Boys and girls are given the same opportunities throughout school

Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and not tolerated within the school environment. All staff are expected to deal with discriminatory incidents, identify and challenge prejudice and stereotyping and support the full range of diverse needs according to pupils individual circumstances.

We keep a record of prejudice based incidents involving protected characteristics by creating a chronological report of incidence on CPOMS, all staff have access to this. It is the responsibility of all staff to log incidents and give actions regarding this.