

Rendell Primary School Equality Policy & Action Plan and Objectives 2016 -2020

Cultural and Race Equality Policy Statement of values, definition and objectives.

We are committed, as part of our educational inclusion strategy, to preparing our pupils for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour. We believe that striving for race equality is important for all schools whether multi-ethnic or all white, rural or urban. We believe our policy should be widely available to all who are members of our school community.

This policy reflects the general and specific duties on schools and colleges, featured in the Race Relations Act 1976 as amended in the Race relations (Amendment) Act 2000.

As a Leicestershire school we subscribe to the County Council definition and objectives for promoting race equality, which states:

“Education should prepare people for life in the wider community and must help all people to develop attitudes and ways of behaving which are appropriate to living in a society which wishes to eradicate racial prejudice and the social scars it produces. We, therefore, recognising that Leicestershire is a pluralist society and part of a country of many cultures, and believing that all pupils and students across the county should be given an appropriate knowledge and awareness of the variety of cultures which make up our society, identify the major objectives of developing the education service in a multicultural society as: -

- a) to prepare all pupils and students to live and work harmoniously and with equality of opportunity in that society;
- b) to build upon the strengths of cultural diversity in that society;
- c) to define and combat racism and any discriminatory practices within the educational service to which it gives rise;
- d) to meet appropriately the particular educational need of all people, having regard to their ethnic, cultural, linguistic or historical attachment.”

Dealing with Racism

Racism and other forms of oppressive behaviour are totally unacceptable to us. We have a coherent approach to responding to racism through the systematic monitoring of any racist incidents that occur. We use the Leicestershire County Council Education Service, Racial Harassment Incident Form to record any incidences of racist behaviour and in line with national requirements; the Governors will receive an annual report on the number and nature of incidents. The school will also report these annually to the LEA.

We have strategies to deal with racist incidents or behaviour which is part of our strategy for managing challenging behaviour, and we use the County Council guidance to help us deal with incidents.

We recognise that racist incidents can take a number of forms and include:

- verbal or physical assault
- display of racist pictures, insignia or graffiti
- rejection or isolation of someone because of their ethnicity
- unwelcome comments, jokes, taunts or innuendoes based on ethnicity, colour or culture
- derogatory comments about people or groups

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- telling racist jokes or mimicking accents
- deliberately mispronouncing names
- dismissal of viewpoints from other cultures or societies
- stereotypical comments during discussion
- making negative comments about: appearance, clothing, food, language accent or dialect, family, culture, religion, country of origin
- withdrawing from work which relates to the experience of other cultures (refusing to visit a place of worship or cultural centre for example)

Curriculum and whole school development

A commitment to equality, justice and the unique value of every individual is a major element of our school ethos, values and culture. This commitment helps us to develop pupils who are confident, strong and self-affirming. Who are open to change, choice and development and are receptive and generous towards other identities, and prepared to learn from them.

The curriculum is central to our work in promoting race equality. All curriculum areas understand that they can make a contribution to the celebration of diversity and developing understanding about the nature of society. We also recognise the opportunities offered by the curriculum to develop an understanding of injustice, prejudice and discrimination. These elements will continue to be a feature of our curriculum planning.

It is important for pupils to understand through the learning and curriculum experiences they are offered and resources/display used that the school see preparation for life in a multicultural society and opposing racism as important.

Continuing Professional Development

It is important that all staff understand the need for, and their role in promoting race equality. To enable that to happen, we will make this a feature of our professional development programme as appropriate through staff meeting and briefing time as well as considering other opportunities such as central INSET courses.

Monitoring, Evaluation and Review.

As part of the monitoring and evaluation procedure for the Race Equality Policy, we will monitor:

- attainment by ethnicity and address any issues of differential progress and achievement.
- exclusion and other aspects of the behaviour management system by ethnicity.
- the teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all.
- the curriculum and teaching resources to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society.
- the ethnic composition of the school staff and governors, with the aim of presenting positive role models and reflecting the diversity in wider society.
- incidents of racist behaviour and the way the school handles and reports them.
- the way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious, historical, ethnic and/or linguistic heritages.
- the way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils
- the ways in which other school policies embrace race equality and inclusion issues.

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Disability Equality Policy

1. Introduction

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

1.1 The purpose and direction of the school's scheme.

1.1.1 At Rendell Primary School we are committed to establishing equality for all students, their parents, staff and other users of the school. This is reflected in our Mission Statement:

Passionate About Learning

and our school aims, which state:

General:

- that all members of the school community will work together to create an environment where children and adults show respect, courtesy and kindness towards each other.
- to ensure both children and parents feel welcome and valued.
- to create a secure, stimulating and supportive learning environment which is free from fear and anxiety.
- to enable children to develop an understanding of and a respect for cultures and religions different to their own.
- to ensure a process of continuous review and development of policies and procedures which involves all staff and governors.

Curricular:

- to help all children reach their full potential regardless of gender, race, religion or disability.
- to provide a curriculum which is both challenging and interesting.
- to provide learning situations which draw on the children's own experiences where possible and encourage them to make decisions and take an active part in their learning.

Pastoral:

- to enable all children to develop a positive self image and a sense of worth.

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- to ensure a structure where all children feel secure and confident.
- to respond to the whole child and value each child's contribution.

Social:

- to enable children to develop an awareness of social responsibility to the school, the local community and to society in general.
- to encourage children to take part in group and team activities to enable them to develop social skills and accept responsibilities.

1.1.2 The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

This scheme aims to set out how we will meet these general duties.

1.1.3 This scheme incorporates our accessibility plan.

1.1.4 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1.2 The Involvement of Disabled Children and Young People, Staff and Parents

1.2.1 In preparing this scheme, disabled people were involved in the following ways:

- *Using a proforma, all stakeholders would be asked to self-declare and indicate if they would be prepared to be part of a consultative group*

1.2.2 In the longer term, disabled people will be involved in the following ways when the need arises

- *a consultative group of disabled pupils, staff and parents will be involved in the review of all policies and procedures and the establishment of all new policies and procedures*
- *stakeholder surveys give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability*
- *pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's disability*
- *disabled staff have regular meetings with their line manager to discuss how the school can best enable them to work*
- *children and young people with disabilities have regular meetings with their identified adult to identify any perceived difficulties. Learning mentors make recommendations to the Headteacher.*

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1.2.3 We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child wherever possible.

1.2.4 When seeking the views of disabled people, we use their preferred means of communication.

1.3 Gathering Information

1.3.1 Disabled pupils and staff are identified through self-declaration, recruitment and selection procedures. Data protection legislation will be observed in sharing this information.

1.3.2 Disabled parents, governors and other school users are identified through self-declaration. At this stage those self-declaring would be asked if they would be prepared to take part in consultations. Data protection legislation will be observed in sharing this information.

1.3.3 We explain to parents, staff, governors, community users and pupils why the information about disability is needed.

1.3.4 The information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

1.3.5 The information about disabled parents and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- the effect of our policies and practices on the involvement of disabled users in community activities.

1.3.6 Information on all staff will be analysed in respect of the representation of disabled people through performance management or other contact with line managers.

1.3.7 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- *attract a wider field for recruitment, including disabled people in line with local authority recruitment policies*
- *retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people;*
- *develop in-house expertise about what disabled staff and/or pupils may require;*
- *provide role models for children and young people;*
- *bring different life experiences and new skills to the school; and*
- *help foster good relations with all employees by showing that everyone is valued and treated fairly.*

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

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1.3.8 Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- *opportunities for disabled learners to take positions of responsibility;*
- *satisfaction and enjoyment levels across a range of school activities;*
- *aspirations and ambitions for the future;*
- *successful transition into the next stages of education, training or employment;*
- *access to school trips;*
- *involvement in after school clubs and activities;*
- *access to work experience placements;*
- *attainment and achievement of disabled learners*
- *exclusion rates of disabled learners*
- *admissions of disabled learners*

1.3.9 Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- *use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;*
- *ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, make alternative arrangements;*
- *give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;*
- *give disabled parents preferential parking rights;*
- *ensure the needs of young carers are met;*

1.3.10 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- *the representation of disabled people on the governing body;*
- *the accessibility of meetings for disabled governors;*
- *the accessibility of other governors activities.*

1.3.11 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- *encourage community groups to ensure their activities are accessible;*
- *give due regard to disabled community users when revising school policies and procedures.*

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1.4 Impact Assessment

- 1.4.1 In line with the Disability Rights Commission (DRC) guidance, impact assessments will involve disabled people at an appropriate point. The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar situation. Our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.
- 1.4.2 Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.
- 1.4.3 As a first step towards assessing the impact of policies on disabled people, the policies of the school will be screened to identify their level of relevance and potentially their impact on disabled people. Policies with a high relevance will take priority for review.
- 1.4.4 A schedule will be written for the review of all policies over the lifetime of this scheme.
- 1.4.5 Our disabled consultative group will be involved at a suitable point in the revision of these policies.
- 1.4.6 As a first step towards assessing the impact of practices on disabled people, the practices of the school will be identified and prioritised by relevance. Practices with a high relevance will take priority for assessment. The outcome of this assessment will be added as Appendix Two. Over the next three years, all practices will be assessed.

Practices assessed will include:

- *Recruitment practices*
- *Teaching approaches*
- *Classroom routines*
- *Registration routines*
- *Homework*
- *Office routines*
- *Communication with staff*
- *Communication with parents*

This list will be extended as further practices are identified.

- 1.4.7 Issues arising from the impact assessment will be prioritised and added as an appendix to the Action Plan.
- 1.4.8 All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction. This will be facilitated in the following way:
- *referral to action plan each time a policy, procedure or practice updated and every new development.*
- 1.4.9 Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

Gender Equality Policy

Aims of the policy

At Rendell Primary, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school irrespective of gender.

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Under the gender equality duty all schools now need to take action to

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women.

Although at Rendell Primary, we take positive steps to address gender inequality, we understand that there are many barriers that prevent pupils and staff from achieving and making the most of the opportunities we make available.

To promote gender equality it is vital that the differences between boys' and girls', male and female experiences, attitudes and achievements in schools are understood so that our policies and practices can begin to break down these barriers.

However, we are aware of how factors such as ethnicity and social class also impact on the achievement of boys and girls. This scheme supports our work as set out in our, Inclusion policy, Disability Equality Scheme and Race Equality Scheme to tackle the many factors that affect pupil attainment.

This scheme sets out the work we will take to promote the gender equality duty over the next 3 years that will:

- eliminate unlawful discrimination and harassment;
- promote equality of opportunity between men and women; and
- result in improved outcomes for girls, boys, male and female staff and parents/carers in all aspects of school life, in the wider community and in employment.

Key gender issues for all those working with children and young people in Leicestershire.
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The Leicestershire Children and Young People Plan sets out five areas of outcomes in which to improve the life chances for all children and young people. These outcomes have significantly different dimensions for girls and for boys.

- **Be Healthy**
There are particular issues for girls and boys in their attitudes to sport, exercise and sexual health.
- **Stay safe**
Differences in the ways boys and girls bully or are bullied need to be examined. The link between homophobic bullying and suicide for boys has been highlighted through national research.
- **Enjoy and achieve**
Boys are behind girls in overall levels of attainment. Girls' educational achievements, although higher than boys', are not necessarily helping them to take up non-stereotypical employment opportunities.
- **Make a positive contribution**
Sexist stereotyping, bullying and sexual forms of harassment can result in behaviours which have a negative effect on pupils' developing positive relationships and on their skills and willingness to participate in school and community life.
- **Achieve economic well being**
Stereotyping contributes to the gender pay gap.

For us at Rendell Primary this means that we will build on our existing practice by:

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- continuing to take a key role in shaping the values and attitudes of children and young people and take a lead in challenging gender based harassment, bullying and violence and stereotyping
- taking action to challenge gender stereotyping in subject choice and careers advice as a key part of our whole school curriculum
- including the gender equality duty in the way we plan for school improvement
- building on our positive work around the Healthy Schools initiative
- investigating and addressing complaints of sexual and sexist bullying, harassment and violence from staff.

Our objectives

- continue to challenge any gender issues in reading, writing and maths
- continue to identify the key gender equality issues for our school
- continue to ensure that incidents of racist, sexist bullying and harassment are recorded

We will do this by:

- using our staff and curriculum to encourage equality for both sexes
- gathering relevant information and using to inform gender equality actions
- analysing pupil achievement data by gender and ethnicity
- consulting with relevant people and using that information to identify gender equality objectives/actions.
- raising awareness of this scheme and its aims through training, website, parents' meetings, our newsletters, staff meetings and curriculum.

Monitoring, review and evaluation

Evaluation and review of this scheme will be carried out in line with our school development plan.

Monitoring and review of the scheme will be done as part of our self-evaluation as progress towards meeting this duty is a key part of school performance.

Review

This scheme will be reviewed every four years or sooner as necessary.

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Equality Strand	Action/ Objectives	Monitoring / Evaluation	Responsibility	Timeframes	Success indicators
All	All staff and governors are aware of the policy and plan through meetings, written communication, school website. Publish plan and policy on website.	Questions raised by staff, parents and governors	Headteacher	Plan to be referred to in May staff and Governors meeting	Staff are familiar with the plan and policy and use this in their roles and with classes. Parents aware of the Equality Plan
All	Ensure that the curriculum and wider aspects of school promotes role models that children positively identify with and reflect the school's diversity in regard to gender, race and disability	Monitor pupil's participation, confidence and achievement levels	Headteacher and SMT	On going	Increased confidence and participation in target groups
All	Monitor and analyse pupil achievement and progress by gender, race and disability and address with actions any trends or patterns in the data. Arrange additional support for these groups of pupils	Achievement and progress data by gender, race and disability	Headteache, SMT Governors	November / January	Analysis of school data demonstrates a narrowing gap for equality groups
All	Ensure representation of pupils in G & T programmes fully reflects the makeup of the groups school population	G & T register	G & T co-ordinator	On going	G & T record reflects the school's diversity
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school through such things as involvement in the School Council, Eco- School Committee, Charity events and selection to represent the school	Monitor the representation by race, gender and disability	School Council lead Clubs lead SMT	From Summer Term 2015	Diversity of all groups are represented
All	Ensure that displays around the school promote diversity in terms of race, gender and ethnicity .	Positively identify and celebrate the diversity reflected within the school	All co-ordinators	On going	Greater diversity positively reflected throughout the school

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Equality Strand	Action/ Objectives	Monitoring / Evaluation	Responsibility	Timeframes	Success indicators
Gender Equality Duty	Introduce activities and events that encourage girls to engage positively with mathematics.	Girls progress and attainment in Maths	SMT Maths co-ordinator	Autumn Term 2016	Girls feeling more positive about maths and increased self esteem
Gender Equality Duty	Measure the gaps in attainment and progress between girls and boys.	Monitor using Raiseonline data and school TT data	Headteacher	Spring Term 2016 Ongoing	Reducing gaps in attainment and progress
Race Equality Duty	Identify, respond and report racist incidents . Report figures to the governing body on a termly basis.	Governing Body monitor through HT reports and visits	Headteacher	On going	Teaching staff are aware of and respond to racist incidents Nil reporting to Governors
Community Cohesion	Celebrate the major cultural events and those reflected by the school community to increase pupil and community awareness and understanding of the different communities eg Eid, Diwali,	Assemblies Lesson observations	RE / PSHE co-ordinator	Ongoing	Pride in the diverse nature of the school and the communities it serves.
All	Promote Governor vacancies by leaflet to fill vacancies by under represented groups	Applications	Clerk to Governors	Ongoing	More applications from under represented candidates to become school governors