



Rosendale Primary School and Children's Centre

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EQUALITIES POLICY¹

A statement of Rosendale Primary School's commitment to, and practical strategies for achieving, equality of opportunity for all students, staff and members of its community

Last reviewed: November 2014

Next review: 2017

SLT owner: Headteacher

Distribution: Staff and governors

1. Purpose

- 1.1 Rosendale Primary School's aim is to develop individual potential to the full. There should be no discrimination against any adult or child because of ethnic origin, gender or disability. All members of the school community are of equal value and invaluable worth.
- 1.2 Rosendale Primary School celebrates its multicultural and multi-racial diversity. The school is committed to ensuring that each child has access to a broad, balanced and relevant curriculum, irrespective of gender, race, social circumstances, religion, ability or disability.
- 1.3 This policy aims to:
- Promote equality of opportunity and fair treatment for all and thereby allow all pupils to achieve the level of success and self respect that they deserve
 - Instil in pupils an awareness of sexism and racism and to establish an environment where school becomes effective in reducing prejudice and raising self esteem
 - Prepare children for living in a complex multicultural society
 - Promote an understanding of a variety of cultures, valuing the positive contribution these make to the community
 - Contribute towards imparting a sense of citizenship in the pupils
 - Provide an environment where sexist, homophobic and racist assumptions, attitudes and behaviour are continually challenged.

2. Roles and responsibilities

- 2.1 The governing body will monitor and review the working of the policy

¹ Adapted from Robin Hood school equalities policy (undated) and Christ Church Race Equality Policy (as adopted by governors on 27.1.11).

Headteacher Kate Atkins
Deputy Headteachers Kate Taylor Debbie Salmon Scott Palmer **School Business Manager** Geraldine Pusey
Chair of Governors Jeremy Baker

2.2 The Executive Headteacher and Head of School will ensure that the policy is applied throughout the school and understood by students, staff and parents and carers.

2.3 The leadership team is responsible for ensuring equality of opportunity in the curriculum.

2.4 All staff are responsible for following the policy and for acting on or reporting any actual or perceived incidents of unequal treatment or practice.

3. Practice

Curriculum

3.1 In all areas of the curriculum we try to be aware that:

- Groupings are flexible
- Collaborative learning is valued and planned for
- Resources reflect differences in gender, race, sexuality, class, culture and ability
- Language does not suggest stereotyping.

Teaching Styles

3.2 There are a few strategies which are fundamental to the teaching styles at our school:

- Pupils experience a variety of experiences/activities during a course of study and during a lesson if possible
- There are many opportunities for individual and/or group activities. Co-operative group-work can enhance communication, social and critical thinking skills
- There will be occasions when the whole class is taught the same basic concept - this develops listening and learning skills that are crucial to a successful education at primary/secondary school and beyond
- Staff will encourage pupils to pursue a piece of work over a period time e.g. project work and practical investigations, where research is carried out
- Staff encourage the development of higher order skills such as formulating hypotheses, testing others, drawing conclusions from evidence and clarifying their own values
- Staff encourage pupils to formulate questions and to seek answers for themselves.

Entitlement of Access to the Whole Curriculum

3.3 All pupils follow the same Schemes of Work. Some pupils may work at a faster pace and/or study more extension work than others. Differentiation is the means by which different pupils achieve different results and levels of achievement. The time at which the class teacher will direct a pupil onto a higher level is purely dependent on the stage of cognitive development reached by the pupil and not on his/her age.

Progress, Attainment and Assessment

3.4 We have the highest expectations of all our pupils and aim to ensure that pupils from all ethnic groups make maximum progress in their time at the school. We are committed to tackling any disparities between pupils of different ethnic groups in terms of attainment and progress. As part of our assessment procedures we regularly monitor performance, attainment and progress of all pupils. This involves systematically monitoring within and across pupil cohorts including ethnic groups, gender, SEN, EAL and Gifted and Talented. We actively seek to implement strategies to counter underachievement of all children.

Display

3.5 Displays are used to show the value of the children's work, to make areas aesthetically attractive and present information to a wide community, including parents and visitors. We try to be aware that:

- Various groups are represented in appropriate ratios
- Over a period of time, there is an attempt to ensure that the contents of the displays are of interest to all pupils

- Stereotypes are not portrayed.

Language

3.6 The way language is used around school can play an important role in stereotyping or challenging it. We try to be aware that:

- The use of some terms, eg headmistress, can be sex based and we try to find neutral terms to replace them
- Books used in school are carefully monitored for stereotyped assumptions in their use of language and image.

Library

3.7 All material needs to be looked at critically in relation to gender issues or race and class. We try to be aware that the:

- Libraries are used by all staff and children
- Characters in the books are representative of various groups
- Roles of girls and women, boys and men are not shown in sex-role stereotypes
- Different groups are valued and respected.

Play

3.8 Children's play is an important issue when considering stereotyping. Enabling the children to develop non-stereotyped attitudes and behaviour in play will have wider benefits in other learning situations. Many children will already have developed race and gender stereotypes before they start nursery. We aim to monitor this situation in order to initiate change.

Rewards, Responsibilities and Sanctions

3.9 We try to be aware that:

- Equal proportions of girls and boys are rewarded
- Girls and boys have the opportunity to be in the same sort of position of responsibility
- All children are disciplined for the same offences.

Extra-curricular activities

3.10 We try to be aware that the:

- Range of activities offered is inclusive
- Timing of the activities does not eliminate certain groups.

Differentiation

3.11 Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of pupils based on their differing individual needs. Differentiation can be described as having five main components: resources, tasks, response, support, group structure.

3.12 The most important prerequisite of good differentiation is good and accurate knowledge of the pupils. This relies upon cross phase liaison, links within the department, links across the whole school and home/school liaison.

3.13 Resources should:

- Have appropriate readability level. Where appropriate we provide a word list for projects or themes
- Be easy to use. Worksheets and instructions are presented clearly or written on the board. Instructions are clear to understand and to carry out and are given in a variety of ways, e.g. verbal, pictorial, written
- Consist of a wide variety of forms that include modern technology. Library texts, booklets, CDs and DVDs, computers, tape/video recording, posters/pictures, and pupils' own resources brought in from home can be used

- “Progression of skills” show progression and continuity within the curriculum. Copies of the ‘progression of skills’ guidance is available on the school server at [w:\Progression of Skills docs](#).
- Be kept in well managed storage and retrieval systems. Our resources are well managed and ordered.
- Prepare pupils for the methods of study that they will be expected to use. We inform the pupils and parents at an early stage as to what methods of study the pupils will be expected to use
- Build study skills into the theme or topic work. Study skills are developed throughout Key Stage 2. Pupils have to revise for tests in Year 6 - these are perceived by the pupils and parents as important and form an important part of the judgement that Ofsted will make about the school. We go over specific questions from the module tests so as to clarify the finer points of 'examination technique' and prepare the pupils for SAT exams.

3.14 Tasks should aim to:

- Show variety throughout a theme or topic and within a lesson if possible. See the “Progression of Skills” schemes for lists of suggested activities
- Be matched to the pupils' abilities. We review and assimilate the responses that pupils make regarding the work that they 'found hard', plans are evaluated, and pupils complete project evaluation sheets. Further notes are made on the teaching sheets
- Have a structure that enables the pupils to stay on task. Lists of the tasks can be written on the board. We can leave display materials and other stimuli set up around the classroom for pupils to refer to. We provide structured worksheets
- Allow for some degree of choice to be made by the pupil.

3.15 Response should:

- Make task/topic objectives clear to pupils
- Make assessment criteria clear to the pupils
- Create an atmosphere where pupils discuss their own and each other’s work
- Be given to pupils in small groups. Where appropriate pupils work in groups of two or three on practical work.
- At Key Stage 2 allow for individual action plans to be built for the pupils
- Reflect what the pupil has achieved and consider the pupil's previous achievements.

3.16 Support can be:

- From other adults and pupils
- From the teacher
- From appropriate resources
- A celebration of achievement
- By teaching co-operatively.

3.17 Group Structure can support differentiation if:

- We examine the structure of the teaching groups
- Where appropriate we teach pupils in small groups
- We are flexible within the group when setting the task and responding to individual's needs
- We allow individual work.

Behaviour, Discipline and Exclusions

3.18 We promote good behaviour that is free from harassment and bullying. We ensure that the school’s behaviour policy and procedures for disciplining pupils, including exclusion, are fair and applied regardless of a pupil’s ethnic background. Pupils’ Personal Development and Pastoral Care is a significant part of every child’s development and is a major focus within the school. We give due consideration to every pupil’s religion, racial origin, cultural and linguistic background and provide a curriculum that prepares every pupil to take a full part in life in a

multi-cultural society. We track and monitor pupils' personal development and ensure that we offer every pupil the support and guidance that meets his/her physical, emotional and intellectual needs.

Staff Recruitment and Professional Development

3.19 We ensure that all recruitment and selection, performance management procedures and employment and professional development opportunities for staff are free from discrimination. We monitor and review the recruitment and selection process to ensure discrimination is not taking place.

Partnerships with Parents, Carers and Community

3.20 We aim to ensure all parents/carers are fully informed of their child's progress and will use translation services in order to fulfil this aim. We aim to involve as many parents as possible in the school and take proactive steps to involve ethnic minority community groups. We aim to ensure that the school's premises are equally available for use by all ethnic groups.