

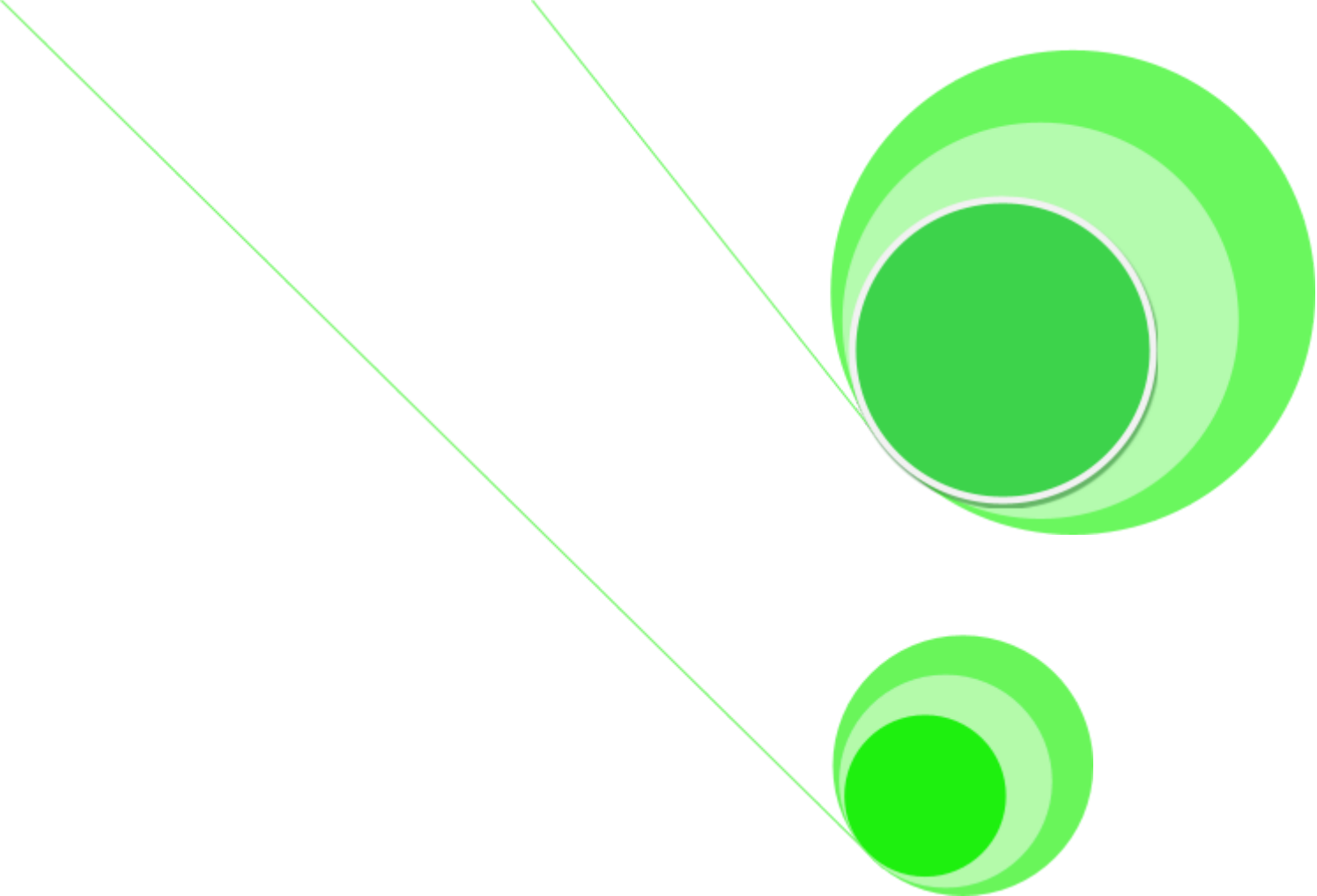
**EQUALITY SCHEME**  
**FOR RIVER VIEW PRIMARY SCHOOL**

Date of issue: March 2011

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## EQUALITY – AIMS & VALUES

The Equality Scheme sets out River View Primary School's approach to promoting equality and diversity. The plan responds to the statutory duties relating to disability, gender and race equality. The people covered by the equalities scheme are all members of the school community - prospective pupils, present pupils, staff, governors, parents and community members.

The development of the scheme will ensure that as a school we are familiar with the legislation and meet our duties in regards the following protected characteristics:-:

- Gender

- Age
- Race
- Disability
- Religion or belief
- Sexual Orientation

The school recognises that under the Equalities Act it is unlawful to harass or victimise any members of the school community because of their protected characteristics.

As a school we recognise that it is lawful to take positive action to ensure that a member of the school community is not discriminated against and promote equality of opportunity; promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

While this plan meets these legislative requirements, the school also recognises the importance of ensuring that its policies and procedures are effective in promoting equality and tackling discrimination.

At River View Primary we understand that:

- All of the general duties contained within the legislation are obligatory. The purpose of the scheme is how we are going to meet these.
- That legal action can be taken against us if we fail to comply with the equality duties contained within the related legislation.

The actions identified within this scheme are contained within our school Development Plan and fit with our School Improvement Cycle.

At River View Primary we will also consider other vulnerable groups who are not covered by any current legislation under this framework, to ensure that they are not discriminated against in any way and that our school is as inclusive as possible. In River View Primary this includes:

- Looked after children
- Young carers
- Individuals with medical conditions
- Pupils on free school meals
- Pupils from families on benefits/low incomes
- Children of refugees /asylum seekers
- Children of gay and lesbian parents
- English as an additional language
- Any other vulnerable group/circumstance that could cause discrimination

## OUR APPROACH TO PROMOTING EQUALITY

At River View primary school we recognise that under the equality legislation our duties when carrying out our functions are to have due regard to the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination and harassment
- Promote positive attitudes
- Encourage participation in public life

- Take steps to take into account the specific needs of those covered under the equality duties.

**Therefore at River View Primary School we are committed to actively addressing discrimination, promoting equal opportunities and good race relations by encouraging and supporting and helping all pupils and staff to reach their potential. We work with parents and with the wider community to address discrimination and to follow and promote good practice, to ensuring the equality duties are adhered to and procedures followed.**

**At River View Primary we believe that diversity is a strength, which should be respected and celebrated by all those that learn, teach and visit here. We aim to develop a culture of inclusion and diversity in which everyone is able to participate fully in school life and achieve their full potential.**

## LEARNING AND TEACHING

Staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Classroom staff encourages pupils to become independent and to take appropriate responsibility for their own learning

Staff challenges stereotypes and fosters pupils critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experiences and backgrounds of the range of people living in the UK. They celebrate diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

## SCHOOL CURRICULUM

Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors its effectiveness in providing an appropriate curriculum for all pupils of all backgrounds. The curriculum builds on starting points and is differentiated appropriately to ensure the inclusion of all pupils regardless of characteristics. Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups.

Each area of the curriculum reflects and values diversity. It encourages pupils to explore bias and challenge prejudice and stereotypes.

## BEHAVIOUR MANAGEMENT

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However it is recognised that social /cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions. Pupils, staff and parents are aware of procedures for dealing with harassment. They are aware that any

language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable.

#### ATTAINMENT, PROGRESS AND ASSESSMENT

River View Primary collects data on the achievements of all pupils, primarily through test and exam results. This information gathering will be disaggregated for pupils from diverse groups to reveal if current practices and policies are differentially affecting any group of pupil's achievements and attainments. Monitoring and analysing of pupil performance allows the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this. Staff use a range of methods and strategies to assess pupil progress. School ensures where possible that assessment is free of gender, cultural, racial and social bias.

#### PARTNERSHIP WITH PARENTS AND COMMUNITY

The school endeavors to provide information material for parents, user friendly language for parents and we will endeavor to provide information in community languages and alternative formats when requested. All parents are encouraged to participate in all levels /full life of school, encourage involvement and participation of underrepresented groups of parents and sections of the community.

#### LEADERSHIP, MANAGEMENT AND GOVERNANCE

The governing body is committed to meeting its duties under equality legislation and aims to follow good practice set out in the statutory codes of good practice and guidance which follows the legislation. It is also the responsibility of all staff including those helping on a voluntary basis to promote equality. The governing body recognises that all staff needs to be aware of and understand that staff must be made aware of their responsibility regarding equality legislation and guidance through training and development. The governing body recognises that discrimination may occur and that equality of opportunity cannot be achieved by always treating people alike.

#### EVALUATION OF THE EQUALITY SCHEME

In order to see how effective we are in meeting our duties and to identify any gaps in our provision in relation to Equality, River View Primary will undertake regular self-evaluation to highlight our existing strengths and any areas for future development. This information will tell us whether our policies and practices are affecting some groups differently or adversely by preventing them from participating /achieving well in school life. This will be done by gathering information. We will then investigate the processes that have led to differences between diverse groups by:

- Consider how to remove any barriers
- Where necessary, revise and review our policies/practices and action plan.
- Establish monitoring systems for areas where information does not currently exist.
- Consultation

- Identifying any exceptions to the duties appropriate to our school
- Looking at additional implications for our school
- Feedback.

The following data and actions will be monitored:

- The achievement and progress of all pupils including those with protected characteristics will be monitored and we will use this data to raise standards and ensure inclusive teaching and learning.
- Employment statistics will be also monitored and we will use this data to ensure that we are inclusive and fair in all our appointments.
- The curriculum will be evaluated to ensure that the specific needs and requirements of all pupils from diverse groups are met.
- No hate crimes and related incidents will be tolerated by River View Primary. Any incidents of this nature will be addressed in line with the school's own Behaviour and Anti-Bullying Policies and will be reported to the Local Authority.
- We have an accessibility plan in place and make reasonable adjustments to ensure that the school environment is accessible as possible for all pupils. We extend this to cover staff, parents and others who access the premises. Accessibility will cover all areas e.g. gender, race, as well as disability.
- Admissions to our school will follow Local Authorities Admission policy to ensure equality and fairness in our pupil intake.
- Attendance will be monitored to record absences and lates
- Access to written communication by all stakeholders
- Personal development and pastoral care
- School values
- Behaviour, discipline and exclusion
- Harassment /Bullying (specifically racist and homophobic bullying)
- Health, sport and obesity

River View Primary also intends to gather information on opportunities and achievements such as:

- Satisfaction and enjoyment levels across a wide range of school activities
- Successful transition to high school
- Access to school trips
- Involvement in school clubs and activities
- Pupils identified as gifted and talented.

**River View Primary believe that by avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils.**

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

- Are procedures for the election of parent governors open to candidates and voters who are disabled

## DISCRIMINATORY INCIDENT

### TYPES OF DISCRIMINATORY INCIDENT

Types of discriminatory incidents that can occur are:

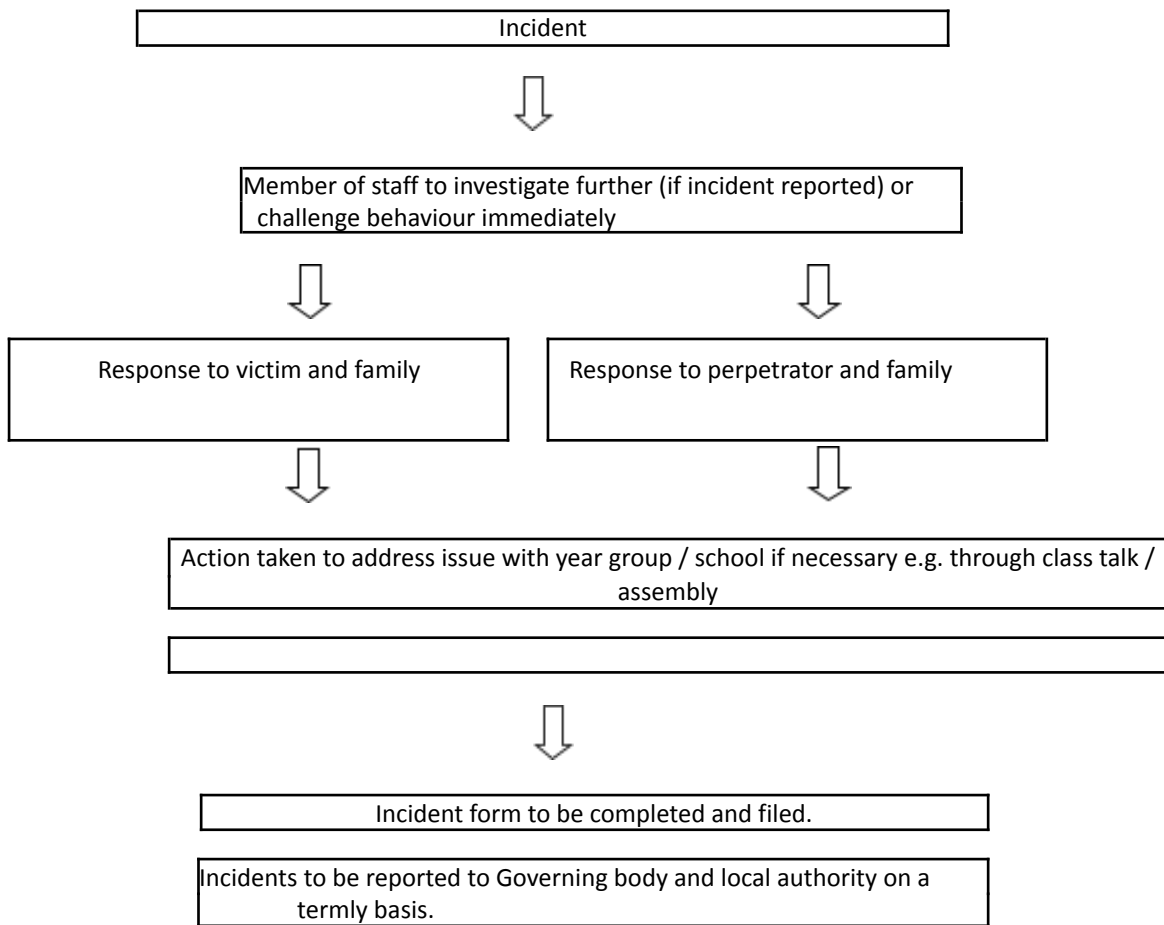
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.



## RESPONDING TO AND REPORTING INCIDENTS

It should be clear to pupils and staff how they report incidents. All staff, teaching and nonteaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting incidents is outlined below:



ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	<b>Publish and promote the Equality Plan through the school website, newsletter and staff meetings. All staff and governors are aware of this plan through governors meetings and staff meetings.</b>	Question about parent awareness of Equality Scheme in annual survey  Staff /governor questionnaires	Headteacher / designated member of staff	Approved by Governors	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents are aware of the Equality Plan
All	<b>Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</b>	Achievement data analysed by race, gender and disability on a termly basis	<i>Headteacher / Governing body</i>	Ongoing	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	<b>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</b>	Increase in pupils' participation, confidence and achievement levels	Staff	Ongoing	Notable increase in participation and confidence of targeted groups

<b>All</b>	<b>Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.</b>	<i>Gifted and Talented monitored by race, gender and disability</i>	<i>Member of staff leading on G&amp;T</i>	Ongoing	<i>Analysis of the Gifted and Talented indicates it is changing to reflect the school's diversity</i>
<b>All</b>	<b>Ensure that displays in classrooms and corridors promote diversity in terms of race,</b>	Increase in pupil participation, confidence and	Art subject leader	Ongoing	More diversity reflected in school displays

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing ?</b>	<b>What are the timeframes ?</b>	<b>Early success indicators</b>
	<b>gender and ethnicity.</b>	positive identity – monitor through PSHE			across all year groups
<b>All</b>	<b>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.</b>	School council representation monitored by race, gender, disability	Member of staff	Ongoing	More diversity in school
<b>Race Equality Duty</b>	<b>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.</b>	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: Autumn, Spring and Summer terms	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body

<b>Gender Equality Duty</b>	<b>Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and cheerleading, to make participation rates more reflective of the school population.</b>	Increased participation of girls in sports clubs and out of school sport activities	Member of staff leading on sports / PE	Ongoing	More girls take up afterschool sports clubs
<b>Gender Equality Duty</b>	<b>Encourage boys to read for enjoyment and promote boys reading in school. Class teachers to choose class novels that appeal to boys as well as girls.</b>	Pupil interviews Data Lesson observations	Literacy subject leader	Ongoing	Boys are reading more books, attainment of boys reading increases
<b>Disability Equality Duty</b>	<b>Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.</b>	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	As needed	More applications from disabled candidates to be School Governors
<b>Community</b>	<b>Celebrate cultural events throughout the year to</b>	Lesson observations	RE/PSHE	Ongoing	Increased awareness

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing ?</b>	<b>What are the timeframes ?</b>	<b>Early success indicators</b>
<b>cohesion</b>	<b>increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</b>	Assembly observations	RE coordinator		of different communities shown in PSHE assessments