



Family, Faith and Fascination

Equal Opportunities Policy

(Racism, gender, disability)

Boutcher C.E. Primary School

Reviewed by: Sahar Tahzib

Last reviewed during: Autumn 2021

Next review due by: Summer 2022

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Introduction

At Boutcher CE School, we recognise that children are growing up in a diverse multicultural and multiracial society and we truly believe that everyone has the right to be respected and the responsibility to respect others.

As a Christian school we have a particular duty to nurture all individuals as children of God and to ensure they feel safe.

Boutcher CE School stands against racism and all forms of discrimination on the grounds of ethnic origin, religion, gender, Special Educational Need or disability.

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This Equal Opportunities Policy extends to adults: staff, parents and carers.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

Aims

-We aim to act positively and have due regard to the need to challenge and eliminate unlawful discrimination within both our school and our community.

-to promote justice, equality of opportunity and fair treatment for all and thereby allow all pupils, to achieve the level of success and self-respect which they deserve, whilst retaining their identity.

-To instil in pupils an awareness of racism, prejudice, discrimination and to establish an environment where school becomes effective in reducing prejudice and raising self-esteem.

- We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, race, disability, sexual orientation, religion/belief, and age, level of educational need or background.

-We aim to promote the principle of fairness, justice and tolerance for all through the education that we provide in our school. (We recognise that doing this may entail treating some pupils differently, in accordance with any Special Educational Need they may have)

-We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

-We strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.

-We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.

-We aim to challenge personal prejudice and stereotypical views whenever they occur and deal with them accordingly. (This may be as a staff team, with parents and/or the local community)

-We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all. Our values are underpinned by our love and devotion to God.

-We aim to promote positive images and an understanding of a variety of cultures, race, gender etc. so that children are aware that prejudice and stereotyping are often caused by poor self-image and also aware of the relationship between that and ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

-To provide a safe and welcoming place for all of its members.

-to support the Local Education Authority in its equal opportunities policies and guidance and to take the appropriate action to deal with any form of discrimination.

-to use self-evaluation by whole school discussion to assess the implementation of this policy.

-all subject co-ordinators will continually review their schemes of work with respect to content, methodology, aims and resources.

Equality objectives

These will be reviewed annually.

Equality Objective 1

To ensure that our staff have the appropriate knowledge and training about good equalities practice so that we can ensure that our curriculum is diverse and accessible to all, that our behaviour management is fair and equal and that we can identify underachievement in all groups.

Equality Objective 2

To ensure that our curriculum reflects the rich diversities of the UK, our local area and of Boutcher in order to meet the needs of our children irrespective of race, gender, disability, sexual orientation and religion.

We will do this by:

- Ensuring topics and resources used reflect diversity
- Regularly reviewing and monitoring the curriculum to ensure that topics and resources are up to date
- Ensuring that all children are accessing this diverse curriculum through high expectations and high-quality teaching to enable children to meet their full potential

Equality Objective 3

- To continue to promote equality of opportunity in enrichment activities.

We will do this by:

- Regularly monitoring the uptake of activities
- Ensuring that there is a range of activities to meet the needs of our diverse community
- Identifying and targeting groups with protected characteristics to ensure they have equal access and increase their engagement

Equality Objective 4

To review our approach to behaviour management to ensure that there is no discrimination of those children with protected characteristics.

We will do this by:

- Reviewing our behaviour policy and practices
- Monitoring behaviour incidents and identifying any patterns and adapting our interventions appropriately
- Ensuring that our interventions meet the needs of all our children

Equality Objective 5

To work towards closing the attainment gap at greater depth in English and maths.

We will do this by:

- Ensuring all staff have the necessary information, training and resources to implement high quality lessons

- Regularly monitoring attainment through analysing data and tracking pupil progress
- Ensuring that appropriate early interventions are put in place where underachievement is identified
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Racial equality

In our school we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity, regardless of race, ethnicity or religion;
- promote good relations between people of different racial and ethnic groups; seek to educate pupils in a manner which promotes community cohesion in a multicultural society.

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.

We endeavour to make our school and its environment welcoming to all ethnic groups. 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. (RE- world faith studies)

Our curriculum reflects the attitudes, values and respect that we have for all. So, for example, when children are learning about other world faiths, the children learn the importance of Diwali to Hindus and Eid for Muslims.

Disability non-discrimination

Some children in our school may have disabilities (visual impairment, deafness) 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 other children.

The school is committed to providing an environment that allows all children and adults full access to the school premises and 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, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

Boutcher CE Primary has an ongoing commitment to review this policy according with the needs of the children attending our school and any new or updated government guidance.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Gender equality

We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We continually monitor progress in relation to boys and girls and ensure that teachers and staff are doing all they can to ensure progress and attainment is the best it can be for all our pupils.

In EYFS, we aim to capture all children's interest in writing and encourage imaginative ideas from boys and girls.

We aim to make our school environment a place where children have positive role models, both male and female.

We instill a culture where we provide challenge, competition and short-term goals without stereotyping activities and subjects for boys or girls.

We aim to minimise female stereotyping and we learn about female role models, for example, in the realms of science, technology and sport.

We ensure that we use praise and celebration of girls' achievements in those areas where they may traditionally achieve less well than boys (sport)

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 the relative achievement of boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

Procedure

Action to be taken when discriminatory behaviour is suspected

Help, support and counselling will be given as is appropriate to both the victims and those exhibiting the discriminatory behaviour. Following discussions with all persons involved, the following action will be taken:-

We support the **victims** in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose;
- by offering continuing support when they feel they need it;
- informing the victims' parents/carers;
- by taking one or more of the seven disciplinary steps described below to prevent more discriminatory behaviour.

We also discipline, yet try to help those exhibiting discriminatory behaviour in the following ways:

- by talking about what happened, to discover why they became involved;
- informing those exhibiting discriminatory behaviour's parents/carers;
- by continuing to work with those exhibiting racist behaviour in order to get rid of prejudiced attitudes as far as possible;
- by taking one or more of the disciplinary steps described below to prevent more discriminatory comments/behaviour.

Disciplinary steps

1. A verbal warning to stop offending by the Head teachers and/or Deputy or Assistant Head teacher
2. Adults involved to record any evidence or notes needed and handed to the Head teacher.
3. Parents/carers are informed
4. A behaviour report is issued which must be completed at each session, including playtimes, and monitored by the Head teacher/Deputy/Assistant Head teacher at regular intervals throughout the day. The length of time is set at the start
5. Exclusion from the school playground or classroom throughout the day.

6. Formal meeting with parents and the Head teachers
7. Exclusion from school for a fixed period. Parents have the responsibility of escorting the pupil to and from the school premises.
8. Exclusion from school for a major fixed period or an indefinite period. Parents have the responsibility of escorting the pupil to and from the school premises.
9. Permanent exclusion after consultation with the Chair of Governors

Monitoring and Record Keeping

It is the responsibility of senior members of staff to monitor discriminatory behaviour and act on information in line with school procedure.

It is the responsibility of the Head teachers, Deputy and/or Assistant Head teacher to monitor and record incidents and initiate action. Forms are kept by the Head teacher as evidence of racial incidents.

Records are kept of any discussions with parents concerning discriminatory behaviour. These records are confidential.

The governing body monitor discriminatory incidents as appropriate. The Head teachers are required to report any incidents of racism to the governing body, which meets each term.

Exclusions are monitored by the governing body. The Head teachers are required to report exclusions to governors. Governors' meetings are held each term.

The Head teacher is obliged to report any incidents of racism to Southwark. Southwark reporting systems to record racist incidents are completed each term.

For further information, please refer to **Behaviour** policy.

The role of the class teacher

Class teachers 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, or of boys and girls.

All staff ensure that the language they use does not reinforce stereotypes or prejudice.

We seek to implement this policy when designing our curriculum, 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. (Florence Nightingale and Mary Seacole)

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 and draw them to the immediate attention of the head teacher.

The role of the head teacher

It is the head teacher's role to:

- ensure that the school's policy on Equal Opportunities is implemented effectively;
- ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations;
- ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- promote respect for other people in all aspects of school life; in school assemblies, for example, respect for other people is a regular theme, it is one of our three key rules at Boutcher CE School.
- manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

The role of governors

In this policy statement, the governing body has set out its commitment to equal opportunities and accessibility, 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 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;
- Boutcher CE School Equal Opportunities & Accessibility Policy
- 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 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. (Although as a Church of England Primary School we follow a Christian faith selection process in accordance with our entry requirements)

The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governing body ensures that no child is discriminated against whilst in our school on account of their gender, 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.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;

- monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every three years or sooner if it is considered necessary.

Links and External Agencies

- The Education Welfare and Attendance Service
- Southwark Support Services

Appendix 1: Equality information (updated December 2021)

Characteristics of the school population

Gender

| Year | Males | Females | Total |
|--------------|--------------|----------------|--------------|
| R | 15 | 15 | 30 |
| 1 | 12 | 20 | 32 |
| 2 | 15 | 16 | 31 |
| 3 | 12 | 19 | 31 |
| 4 | 12 | 16 | 28 |
| 5 | 13 | 15 | 28 |
| 6 | 14 | 17 | 31 |
| Total | 93 | 118 | 211 |

Pupil Premium Reception to year 6

| |
|---------------|
| Pupil Premium |
| 72 (34 %) |

Special educational needs Reception to Year 6

| SEN status | Numbers | % |
|------------|---------|------|
| EHCP | 10 | 5 % |
| SEN | 34 | 16 % |

Ethnicity Chart

