



**Fierté Multi Academy Trust**

**Ankermoor Primary Academy**

*Learn Together, Achieve Together*



At the heart of our Trust are both the UNICEF Rights Respecting values and articles. Through these, we aim to put **children's rights** at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

# Equality Policy & Equality Objectives

Adoption Date: See Policy File

Review: October 2018

# Ankermoor Primary Academy

## Equal Opportunities Policy

### 1 Introduction

1.1 Our Vision and Values underpin everything we do at Ankermoor. It talks of valuing the individuality of all of our children. 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 policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background ways.

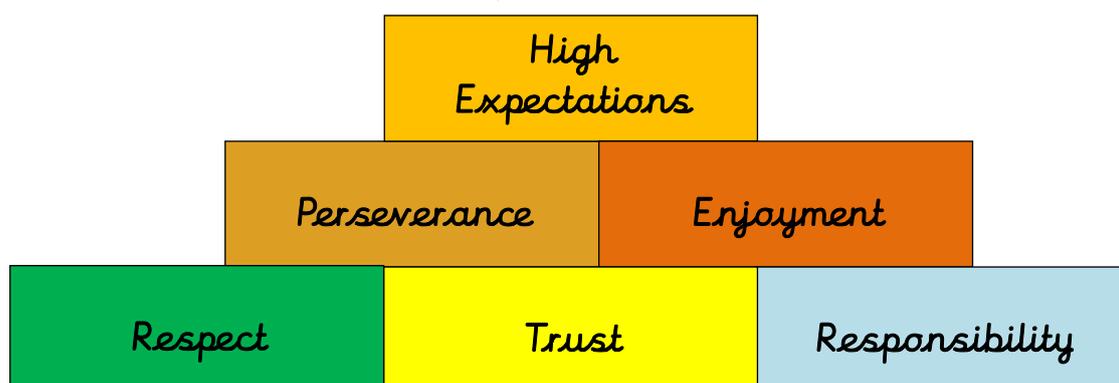
*This Policy relates directly to the following whole school aims and values that have been agreed by all stakeholders:*

### ***Learn together, Achieve together***

At Ankermoor, we believe that learning is at the heart of everything that we do. Our broad and balanced curriculum offers all children with the opportunity to achieve whatever their starting points and whatever their interests.

In order for learning and achievement to be a success, we value the fact that togetherness is at the core of our school. Our Ankermoor family strives to bring people together so that our children leave Ankermoor ready for the next steps in their learning journey.

In order for these aspects to be fully fostered, our 6 fundamental values drive everything that we do. Our 3 key character values of Trust, Responsibility and Respect are essential to our children having High Expectations in all that they do; Perseverance within their learning and enjoyment of school life!



<b>Autumn 1</b>	High Expectations
<b>Autumn 2</b>	Respect
<b>Spring 1</b>	Responsibility
<b>Spring 2</b>	Perseverance
<b>Summer 1</b>	Trust
<b>Summer 2</b>	Enjoyment

1.2 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.

1.3 We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

1.4 We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **2 Aims and objectives**

2.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.

2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

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

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

2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

2.6 We challenge personal prejudice and stereotypical views whenever they occur.

2.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by 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.

## **3 Racial equality**

3.1 In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. 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 (see policies for Racial Equality and for Behaviour and Discipline).

3.3 We endeavour to make our school welcoming to all minority 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.

3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in our curriculum and worship times, children learn about other faiths and religions.

## **4 Disability non-discrimination**

4.1 Some children in our school may have disabilities. 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 non-disabled children.

4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning.

4.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

## **5 Gender equality**

5.1 We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

5.2 We have put in place a number of measures to raise the achievement of the boys. These include:

- dealing with negative aspects of boys' behaviour and exploring attitudes to behaviour through 'Positive Play'
- removing gender bias from our resources;
- making sure that our displays reflect boys and men as effective learners and achievers;
- encouraging boys to read fiction.

5.3 To make our teaching more accessible to boys, we:

- begin a lesson through a WOW point of entry or hook for learning. Every learning opportunity has 'The Big Question' we give a flyover and destination to the learning and we assess the learning using 'Steps To Success';
- employ a variety of activities, and include a kinaesthetic element;
- deliver work in bite-sized chunks, with 'brain breaks' and new starts;
- provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

5.4 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 performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

## **6 The role of Governors**

6.1 In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

6.2 The governing body collects, 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;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

6.3 The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) 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.

6.4 The governors welcome all applications to join the school, whatever background or disability a child may have.

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

## **7 The role of the Headteacher**

7.1 It is the headteacher's role to implement the school's policy on equal opportunities, and they are supported by the governing body in so doing.

7.2 It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

7.3 The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

7.4 The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

7.5 The headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

7.6 The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

## **8 The role of the class teacher**

8.1 Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

8.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

8.3 We seek to implement this policy when designing schemes of work, 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. 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.

8.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book and draw them to the immediate attention of the headteacher.

## **9 Monitoring and review**

9.1 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 two years, or earlier if it is considered necessary.

Date of review: October 2018

**Please sign and date this document to acknowledge that you have read and agree with the policy**

<b>Governors</b>	Signature	Date
Julie Kirkham		
Kevin Caveen		
Simon Russell		
Ella Price		
Claire Hopkins		
Alison Barnes		
<b>Teaching Staff</b>		
Mr S. Russell	<b>Headteacher / governor</b>	
Mrs E. Price	<b>Deputy Head Teacher / governor</b>	
Mr J. Fitzpatrick		
Mrs K. Davies		
Mr J. Radcliffe		
Mrs K Pincher		
Mrs C Walk		
Mrs S. Batham		
Mrs E. Upton		
Mrs A. Foster		
Mrs H. Hedderman		
<b>Teaching Assistants</b>		
Mrs E Bryan		
Mrs J. Lockwood		
Mrs A. Barnes	<b>Governor</b>	
Mrs J. Packer		
Mrs N. James		
Mr E. MacDonald		
<b>Office Staff</b>		
Mrs N. Boag		
Mrs S. Wray		

<b>Breakfast and Lunch Staff</b>		
Mrs J. Hall		
Mrs S. Elbro		
Mrs N. Boag	<b>Office Staff</b>	
Miss C. Hopkins	<b>Governor</b>	
Mrs J. Packer	<b>TA</b>	
Mrs T. Johnson		
<b>Catering Staff</b>		
Mrs J. Mortimer		
Mrs M. Sadler		
<b>Cleaners</b>		
Mrs R. Asson		
Mrs J. Bunsell		
<b>Other staff</b>		
Sean Wilkins		