



Ayios Nikolaos Equal Opportunities Policy and Equality Objectives

Review Date: September 2020

Date of Next Review: September 2021

Head Teacher: Mrs Sarah Baillie

SGC Chair: Lt Col S Clifford

Rationale:

- Our school is committed to equality both as an employer and a service-provider:
- We ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, e.g. through talking to pupils and parents/carers,
- We aim to make sure that no-one experiences harassment, or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for freeschool meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

School Policy Statement on Equality:

We aim within Ayios Nikolaos Primary School to provide equality of opportunity for all children whatever their age, ability, gender, race or background. We want all of our pupils to achieve their full potential

during their time with us. As such, we work to ensure that our expectations, attitudes, and practices – in particular those relating to gender – do not prevent any child from reaching their potential.

We recognise that a child's self-perception can be influenced by his/her environment and so we aim to enhance our children's self-esteem and self-confidence by positively working to reduce any gender bias and promoting equality of opportunity.

At the same time we are aware that as children mature and their relationships with peers of both sexes develop their perception of gender roles alter. We also recognise that such perceptions are influenced by other factors including home, peer group and the media. Strategies are employed to ensure that the cross-curricular dimension of equal opportunity permeates all of the life and work of the school.

Children of both sexes have equal opportunity within and equal access to all areas of the whole school curriculum. This includes both the Programmes of Study and the End of year Expectations across the breadth of the curriculum as well as areas of extra-curricular activities. Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.

- Efforts are made to recognise and be aware of the possibility of gender bias in both our teaching and learning materials and our teaching styles.
- Materials are carefully selected for all areas of the curriculum so as to avoid sexual stereotypes and gender bias.
- Teacher time, attention and all resources are given equally to boys and girls.
- All children are encouraged to work and play freely with others of both sexes.
- Opportunities are given for children to work with teaching and support staff of both sexes.

Teaching and other groupings, such as assembly seating, classroom seating and playground areas are organised on the basis of criteria other than gender, for example, age, ability, friendship. Equality between the sexes is recognised when giving/delegating responsibility and noting the achievements of both staff and children.

- Discipline procedures – notably rewards and sanction – are the same for both sexes.
- Our school uniform policy reflects equality of opportunity of all children.
- Children and all staff are encouraged to value each other and build up and maintain cooperative working relationships both within school and in the community, such relationships being based on mutual respect for each other.

Any differences involving gender, which arise inside or outside the classroom, are dealt with sensitively, are discussed with the children.

All teaching and support staff posts are not sex-specific. Both men and women are encouraged to work with all age groups and each Key Stage.

All members of staff have equal access to in-service training and posts of responsibility.

All members of staff regularly review practices and approaches involving equal opportunity in terms of gender issues.

Equality Objectives:

Part 1: Information About the Pupil Population

Number of pupils on roll at the school: 129 Year Nursery – Year 6 (as of 30.09.20)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

Ethnicity and race (as declared on parental forms)		
	Number of pupils	Percentage (%) of school population
White British	108	84%
Other ethnicity	21	16%
Gender (different year groups have different % of boys and girls)		
	Number of pupils	Percentage (%) of school population
Male	69	53%
Female	60	47%

Information on Other Groups of Pupils

Schools should help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils: those with Special Educational Needs (SEN) and those for whom English is an additional language (EAL).

Part 2: Our Key Priorities/Issues for the Year

- 1) Progress of children identified as SEN – although practice shows that we are a very inclusive school and we would expect an attainment difference between SEN and non-SEN children, our end of year data also shows us that the children with SEN are not narrowing the attainment gap which we aim to do.

Our Equality Objective: To narrow the attainment gap in progress across all subjects for children identified as SEN when compared with their peers

Actions we will take:

- Quickly identify children with SEN or who need additional support and put it in place
 - To ask for support and advice from Pupil and Families Services to support children with additional needs
 - Procure bespoke training alongside robust CPD for teaching staff delivering interventions to ensure that they are of the highest quality
 - To ensure that, in all instances, there is high quality teaching within the classroom so that SEN children can access the curriculum
 - Our SENCo to organise opportunities for the class teacher, LSA and herself to discuss and review the effectiveness of interventions on a more regular basis. (Minimum of every three weeks)
 - To monitor the interventions for impact on a very regular basis (at a minimum once every 6 weeks) to ensure they are accelerating progress outside of what we would expect from quality first teaching.
 - To have training and develop practice to be a dyslexia friendly school
 - To make sure we look at wider outcomes for these children such as the development of life skills, self-esteem and engagement in learning.
- 2) Equality of progress by gender – We do not have any trends of girls or boys outperforming each other. However, we do have specific year groups where girls are out performing boys due to cohort. We also have one cohort where boys outperform girls in mathematics.

Our Equality Objective: We do need to improve the proportion of both boys and girls in activities expected in Reading, Writing and Mathematics combined.

Actions we will take:

- Identify specific classes and groups of individuals as part of pupil progress meetings.
- Write this as a key objective in our School Operational Plan and link it to Performance Management targets for teachers
- Devise a range of clubs and activities for reading, writing and mathematics designed to engage boys or girls as appropriate. Y6 Sentence Club, Athletics Club, Reading Clouds, Newspaper Enrichment time. Use of library at playtimes
- Carefully track the progress of the groups of children participating/having interventions so that we are able to see if this improves impact.
- Carry out an audit of our creative curriculum (Imaginative Learning Projects) as teachers and with the Curriculum Task group (Pupil Voice) to ensure that we are providing learning opportunities which we feel will appeal to both genders.