



Treloweth Primary School

Equal Opportunity Policy

	Signature	Date
Governor with responsibility	<i>Ms F Nichols</i>	9th May 2017
Chair of Governors	<i>Mrs K Monk</i>	9th May 2017
Headteacher	<i>Mrs L May</i>	9th May 2017
Adopted on: 9th May 2017		
Review date: May 2018		

This policy complies with the Equality Act 2010, which provides a single, consolidated source of discrimination Law.

Responsible Persons:

The individuals with responsibility for Equal Opportunities at Treloweth Primary School are Mrs Linda May (Headteacher) and Mrs Kerrie Monk (Chair of Governors).

Treloweth Primary School Values:

We take pride in welcoming all communities regardless of religion, race or gender. We have a particular strength in teaching, nurturing and ensuring good or better is being made by all of our children. We recognise that all individuals have fundamental human rights and therefore adopt a rights based approach to equality. We develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion. We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying the following principles within school.

Aspects of this policy are also reflected in our following policies:

- Admissions
- Special Educational Needs and Disabilities
- RE
- Health & Safety
- Accessibility Plan

Aims:

- To act positively and have due regard to the need to challenge and eliminate unlawful discrimination within school and the community
- To provide a positive and caring environment within the whole school

- To admit children regardless of gender, race, religion, social group, disability or special needs while ensuring a high standard of educational support for all children on the school roll
- To promote values and attitudes that relate to equal opportunities

Principles:

We recognise the need to encourage pupils to develop

Respect for self:

- A positive self-image
- A confident sense of their own identity
- A willingness to express their own thoughts, feelings and ideas
- Recognition of their own achievements
- Knowledge of the achievements of their own gender/culture/social group

Respect for others:

- A respect for the equal rights of others
- A sympathetic understanding and tolerance of others' ideas, feelings and points of view
- An appreciation of the achievements of other individuals regardless of social or ethnic group and gender
- Recognition of the damaging effects on rejected individuals and groups as a result of prejudice and discrimination
- An understanding of the dangers of stereotyping individuals and groups

Practice:

A) Curriculum and Learning

The school ensures that each pupil has equal access to all areas of the curriculum. Pupils with special educational needs or who require nurture and pastoral support are at times withdrawn from class at appropriate times and careful attention is paid to the balance between individually-supported work and integrated work with the remainder of the class.

We ensure that there is no gender bias in the school day. For core curriculum subjects pupils are often seated according to mixed ability; mixed gender groupings in the classroom are the normal practice and opportunities for collaboration between girls and boys are encouraged. There is no gender discrimination in the allocation of equipment and tools for technology and other practical sessions. Boys and girls alike participate in occasional Sewing, Cookery and all PE lessons.

Play times are organised to ensure that, one group does not monopolise areas of the playground e.g. boys are not allowed to monopolise areas of the playground for exclusive games of football. Pupils of both sexes participate equally in all sporting activities, including football, netball, rounders, tag rugby, golf and cricket. All extra-curricular clubs and activities are open to all genders and religions, and where both boys and girls have elected to participate in such clubs, mixed gender teams may and have represented the school.

We are proud to welcome and serve a growing EAL population with up to 23 children now on roll (at time of writing May 2017). This is high in comparison to other schools in Cornwall. We ensure that these children and families are made to feel welcome and that their individual needs, in particular reading and English are addressed. Our EAL families are a very important part of our school and its success.

We have a wide representation on our school council and welcome all members of our school community to our PTA. Whilst being mindful, respectful and welcoming of all other religions and cultures we always follow British values and law and actively promote these principles in all aspects of our school life.

We promote positive attitudes towards disability and pupils are encouraged to be understanding of and supportive towards those with such difficulties. We are keen to work closely and flexibly with other professionals when the need arises such as Speech Therapists, Physiotherapists and Occupational Therapists, to help disabled pupils overcome or minimise the problems caused by their disability.

B) Behaviour

When incidents take place that, whilst not necessarily being sexist, racist or otherwise based on overt discrimination, include an element of bullying, name-calling, insult or rejection, these are dealt with appropriately by staff under the provisions of our Behaviour and Discipline Policy and our Anti Bullying Policy. In all such cases, it is made clear that it is the behaviour rather than the child that is unacceptable.

C) Staff, governors, parents and other visitors

The School's personnel practices, are carried out in accordance with the Crofty Multi-Academy Trust principles. We operate an open school policy and all governors, parents and other members of the community are encouraged to become involved in school activities. The main school building allows wheel chair access to disabled people and toilet facilities suitable for a wheel chair are available. Through our Health and Safety Policy we endeavour to minimise hazards for the less able bodied by keeping routes through the building clear of obstructions.

The Governing body has set out its commitment to equal opportunities in this policy and it will continue to ensure that the school is fully inclusive to all children regardless of race, faith and gender.

The governing body also ensures that people are not discriminated against while seeking employment within the school.

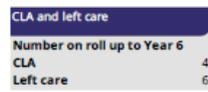
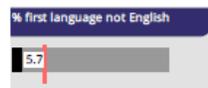
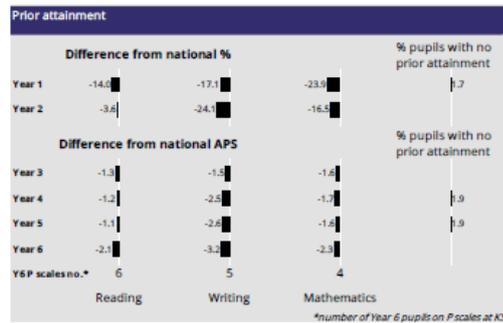
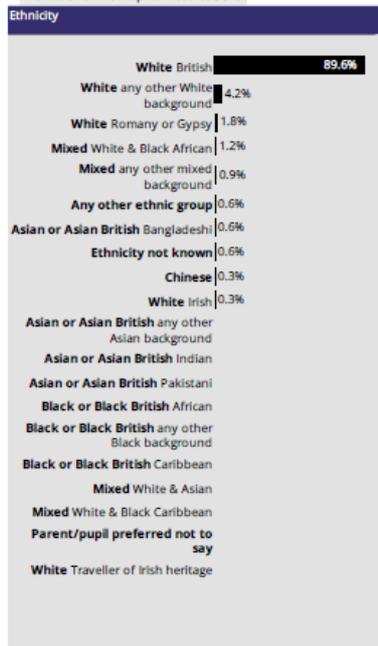
The Context of Treloweth Primary School (Taken from 2016 Inspection Dashboard)

Treloweth Community Primary School Context in 2016

Prior attainment for Years 1 and 2 uses the percentage achieving at least expected in reading and in writing early learning goals and in both mathematics early learning goals. Prior attainment for Years 3 to 6 uses APS calculated with points equivalent to whole levels. For % free school meals, % SEN and % girls, a red line shows the national figure for primary schools overall, not for each year group. The numbers of CLA and pupils who left care through adoption or another formal route are shown.



Number on roll up to Year 6: **396**



**KS2 summary overall and by low, middle and high prior attainment 2016 (3 pages)
For all and disadvantaged pupils (Dis)**

		All		Dis				
		Figure for national all		Figure for national other				
Progress								
Reading								
Cohort			All	Dis				
Score			3.39	3.10				
CI +/-			1.71	2.51				
Rank			12	14				
			Low		Middle		High	
	All	Dis	All	Dis	All	Dis		
Cohort	16	11	29	12	7	1		
Score	4.80	3.63	3.25	2.38	0.77	5.95		
National	0	0.40	0	0.35	0	0.29		
Difference	4.80	3.23	3.25	2.02	0.77	5.66		
CI +/-	3.08	3.71	2.28	3.55	4.65	12.30		
Rank			15		4			
Writing								
Cohort			All	Dis				
Score			7.41	7.52				
CI +/-			1.71	2.52				
Rank			1	1				
			Low		Middle		High	
	All	Dis	All	Dis	All	Dis		
Cohort	16	11	29	12	7	1		
Score	9.85	9.46	6.94	5.79	3.79	6.86		
National	0	0.34	0	0.10	0	0.10		
Difference	9.85	9.12	6.94	5.69	3.79	6.76		
CI +/-	3.08	3.72	2.29	3.56	4.66	12.33		
Rank	5	5	1	2	4	4		
Mathematics								
Cohort			All	Dis				
Score			5.31	5.38				
CI +/-			1.45	2.13				
Rank			3	3				
			Low		Middle		High	
	All	Dis	All	Dis	All	Dis		
Cohort	16	11	29	12	7	1		
Score	8.15	7.12	4.21	4.01	3.37	2.59		
National	0	0.46	0	0.26	0	0.17		
Difference	8.15	6.66	4.21	3.75	3.37	2.42		
CI +/-	2.61	3.15	1.94	3.02	3.95	10.46		
Rank	6	9	7	8	12	12		

Sig+ and top 10%
 Sig+ not top 10%
 Sig- not bottom 10%
 Sig- and bottom 10%

Significance tests for overall progress scores of all pupils and disadvantaged pupils compare them with the national figure for all pupils, which is 0. Tables that show progress for prior attainment groups contain national comparators. The comparator used for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils). For disadvantaged pupils, the difference shown is with the national figure for other pupils (non-disadvantaged pupils). Significance tests for disadvantaged prior attainment groups in the school compare their progress scores with the national figure for other pupils. CI +/- shows the length of the confidence interval above and below the progress score. Rank is shown for the top and bottom 15%.

Objective 1: Increase girls progress and attainment in reading in line with boys at the end of KS2

Issue: Progress and attainment of girls in reading

Action: Introduce class Book Nooks, Reading Week and Reading Karate. Monitor progress for impact

Outcome: To see progress and % levels of girls increase to at least in line with National and equal to that of boys.

Objective 2: Increase the number of Year 1 children achieving the phonics test

Issue: Year 1 phonics (Fewer than 65% met the expected standard)

Action: An increased focus on Y1 RWI top up, employ intervention teacher. Monitor progress for impact

Outcome: A higher percentage of children to meet the expected standard – in line with national.

Objective 3: Increase the progress and attainment of Pupil Premium children at KS1 in reading, writing and maths

Issue: Progress and attainment of PPG children KS1

Action: Teachers to access CPD and moderation. Employ P/T intervention teacher and target groups in RWM

Outcome: A higher percentage of children to meet the expected standard – in line with national in RWM.

Objective 4: Improve facilities for both children and adults with differing abilities

Issue: Provide a disabled shower room, changing table with hoist and toilet

Action: Work with the SAI

Outcome: To have fully compliant shower and changing facilities for those with different abilities.