



Rosslyn Park Primary & Nursery School

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Rosslyn park Primary and Nursery School – Equality Statement

Rosslyn park Primary School is committed to the principle of equality for all pupil irrespective of race, religion, gender, language, disability or family background, and to actively support initiatives designed to further this principle.

At Rosslyn Park primary and Nursery School we believe that equality is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement.

The vision and values, which we uphold as a school, help to emphasise equality for all staff and pupils at times. All personnel are responsible for ensuring that we implement this policy.

Equality means that discrimination based on race, religion, gender, sexuality, language, disability or family background is not acceptable.

Aims and Objectives

At Rosslyn, Park Primary and Nursery School we aim to ensure that every member of the school community is given equality to achieve their full potential – each individual is entitled to work in a supportive environment. In order to achieve this we are committed to:

- Equal access and treatment for all
- Being responsive to changing needs
- Educating and informing children and parents/carers about issues in this statement
- Avoiding prejudice
- Promoting a positive self-image and mutual respect, regardless of differences
- Providing for all according to their needs
- Ensuring that equality of opportunity permeates the whole curriculum and ethos of the school
- Using resources and examples which provide a positive image of all groups
- Acknowledging the richness and diversity of British society and preparing children for their part in this
- Working to an agreed code of conduct, which can be modified, monitored and evaluated according to current best practice
- Developing a positive attitude to equality by all staff, children, parents/carers, governors and all who participate in the life of the school.

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At Rosslyn Park Primary and Nursery School, we recognise that discrimination can be overt or covert. Covert discrimination relates to the assumptions, beliefs and values acquired over a long period of time, which affects instinctive responses.

Gender

We take practical steps to ensure that we do not make assumptions about pupils' participation in activities based upon their gender. At Rosslyn Park primary and Nursery School, our organisational structure, behaviour policy and curriculum are applied to all, regardless of gender. Classes are formed on a chronological basis and class groupings are flexible. Other than gender specific clubs such as 'Girls' Football', all after school clubs are open to pupils of both genders.

Rosslyn Park Primary and Nursery School's Personal, Social and Health Education (PSHE) curriculum seeks to build upon these principles to ensure that key messages of participation in all areas of school life are communicated to staff and that, disability for example, should not be a deterrent in participating in all aspects of school life at all levels.

We continuously analyse our school data and SATs test results by gender in order to ensure that we identify any issues related to perceived gender bias and address these. When asking children to carry out tasks or represent the school, boys and girls are chosen equally.

Race, Faiths, Languages and Family Background

Rosslyn Park Primary and Nursery School represents many different nationalities, faiths, family backgrounds and organisations. Racial discrimination is unlawful and we aim to help our pupils to develop concepts, skills, attitudes and ways of behaving which will promote good relationships and prevent ignorance and prejudice.

In 2011, the Government defined **British Values** as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We regularly promote these values through our own school values, curriculum and wide range of enrichment activities.

Young children will sometimes use racist expressions, which they have heard through the mass media or from the community. This is usually in the form of name-calling and the children do not understand how hurtful and harmful this can be. We aim to treat such incidences sensitively and firmly because everyone has the right to be protected from insults, abuse and bullying. Our Behaviour Policy details the action to be taken in the event of such an incident. Incidents are monitored, which allows us to identify trends that need addressing. This information is regularly presented to the school's governors.

Children and adults are encouraged to contribute to school life from the richness of their heritage and religion. They share experiences and learn from one another through enquiry, investigative and collaborative work. Children with English as their second language often need additional support when they arrive at our school. This is provided by our Lead EMAG Teaching Assistant, who will also communicate with members of staff, to ensure parents/carers of EAL children are able to access parental consultation evenings and are fully aware of school organisational issues.

The 1981 Education Act and the Education Reform Act of 1988 placed the onus on class teachers to access the curriculum to all children equally. Curriculum 2014 requires a breadth, balance, relevance and differentiation to enable each pupil to participate at an appropriate level. Modifying and adapting the curriculum is relevant to the exceptionally gifted child as much as to the child experiencing difficulty in learning. These issues are addressed in the policy for SEND.

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Staffing

The school values diversity amongst the staff. In all appointments the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with 'equality for all' practice.

Positive Action

Positive action will be fostered in line with current best practice:

- Staff will use examples in their teaching to demonstrate the advantages of a mixed society and the contributions of individuals of all genders, races, age groups etc
- Team work is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and varying viewpoints
- Positive action, especially by pupils, will be rewarded
- Assembly times will reinforce good behaviour in the area of equal opportunity and involve peer groups in discussion around this.
- Clear and consistent messages will be given regarding school's values.

May 2017

To be reviewed May 2018

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