



# Equal Opportunities Policy

Date Policy Adopted:	September 2016
Renewal Date:	September 2020

## 1. Principles:

All staff, governors, parents/guardians and pupils, regardless of race, religion (belief or non-belief), ethnicity, disability, gender, age or socio-economic background, are welcome in Heamoor CP School and will be encouraged to participate fully in the life of the school.

Equal Opportunities & Inclusion provision is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in both the taught and the hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring this policy and practice.

We recognise **Equal Opportunities** as the absence of direct or indirect discrimination against anyone, staff pupil or parents, on the grounds of their sex, race, colour, religion, nationality, ethnicity, national origins, disability or marital status.

We recognise **Social Inclusion** as the successful integration of pupils in their own learning, raising attainment for those pupils who could or do demonstrate disaffection or failure to participate fully in the school experience through challenging behaviour or poor attendance.

We recognise **Community Cohesion** as a collective sense of belonging based on the development of strong and positive relationships and a common set of values that respect differences and diversity both in our school and the wider community.

## 2. Aims

2.1 We promote the principles of equity and justice for all through the education that we provide in our school.

2.2 We ensure that all pupils, including those who are difficult to engage, have equal access to the full range of educational opportunities provided by the school.

2.3 We seek to ensure that every pupil is able to achieve high standards and to implement strategies to tackle underachievement.

2.4 We seek to provide early intervention and proactive planning, especially the identification of pupils at risk of disaffection & disengagement.

2.5 We constantly strive to remove any forms of direct or indirect discrimination that may form barriers to learning.

2.6 We challenge stereotyping and prejudice whenever it occurs, and promote positive social attitudes and respect for all

2.7 We celebrate our common experiences as well as those that recognise diversity generally, seeking to foster respect and understanding for all our learners and their families.

2.8 We ensure that all selection, recruitment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

### **3. What follows are the different areas in which the school will pay particular attention to ensuring that there is Equal Opportunities & Inclusion for all.**

#### **3.1 Equal Opportunities & Inclusion – Admission:**

- To operate our admissions procedures in accordance with the LA Admissions Policy

#### **3.2: Equal Opportunities & Inclusion – Attendance:**

- To encourage and support full-time pupil attendance.
- To develop & use creative attendance strategies, where possible.
- To utilise external support services (e.g. EWO) to maintain pupil attendance.

#### **3.3 Equal Opportunities & Inclusion - Behaviour**

- To set and implement high standards & expectations of behaviour for all pupils.
- To respond to unacceptable behaviour in a way that recognises the specific needs of the individual who has carried it out.
- To record, monitor and report all incidents of bullying, harassment & discrimination,

#### **3.4 Equal Opportunities & Inclusion - Multi-Cultural:**

- To incorporate a balanced view of the world through a multi-cultural approach.
- To recognise that our pupils are world citizens who will meet a wide variety of races, ethnicities and cultures throughout their lives.
- To evaluate our practice to ensure that it is not at the expense of indigenous cultures.

#### **3.5 Equal Opportunities & Inclusion – Gender:**

- To seek to promote non-sexiest attitudes in both children and staff.
- To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations.
- To work towards the eradication of sexual stereotyping.

#### **3.6 Equal Opportunities& Inclusion - Race:**

- That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race or ethnicity
- To challenge racism in the context of a caring school community.

#### **3.7 Equal Opportunities & Inclusion - Ability:**

- To recognise good effort and attitudes regardless of academic achievement.
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
- To value all efforts and achievements of children in all areas of the curriculum.

Every child has an entitlement to a positive learning environment with carefully planned work which matches individual needs in order that they may reach their potential.

### **3.8 Equal Opportunities & Inclusion - Class:**

- To ensure no child is treated in any way differently because of socio-economic factors or an assumed social class.
- To ensure assumptions will not be made as regards class difference.

### **3.9 Equal Opportunities & Inclusion - Physical Disability:**

It is our school policy that:

- To ensure no child is treated in any way differently to others due to their individual physical disabilities and needs.
- To provide fully for the individual special needs of any disabled children or adult within our school community.

A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.

## **4. The role of governors**

4.1 To welcome all applications to join the school, whatever background or dis/ability a child may have.

4.2 To ensure that no child is discriminated against whilst in our school on account of their gender, culture, race, religion or disability.

4.3 To ensure that people with any form of disability are not discriminated against when applying for jobs at our school.

4.4 To ensure that the school environment gives full access to people with disabilities.

4.5 To monitor that the Equal Opportunities & Inclusion policy is put into practice.

## **5 The role of the headteacher**

5.1 To manage the implementation of the school's Equal Opportunities and Racial Equality policies in all aspects of school life.

5.2 To ensure that all staff are aware of the school policy & practices on equal opportunities, and that they apply these guidelines fairly in all situations.

5.3 To ensure that all appointment & performance-related panels give due regard to this policy, so that no-one is discriminated against when it comes to employment, training or promotion opportunities.

5.4 To promote the principles of equal opportunity & inclusion when developing the curriculum.

5.5 To promote community cohesion through the quality of relationships within the school

5.6 To treat all incidents of unfair treatment and any racist or bullying incidents with due seriousness.

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

6.1 To ensure that all pupils are treated & taught fairly, equally and with respect.

6.2 To pay due regard to the circumstances & sensitivities of all members of the class when selecting & using classroom materials & resources.

6.3 To strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

6.4 To pay due regard to local, national & global difference & diversity when planning & delivering the curriculum.

6.5 To intervene in a positive way against any occurrence of inequality or discrimination.

## **7. School Strategies for Equality & Inclusion**

1. Clear statements & expectations on adherence to our Thrive Behaviour Policy & practices within the school e.g. Heamoor Code of Conduct

2. Clear definition and understanding of the term 'bullying' e.g. Anti-Bullying leaflet

3. Provide a differentiated curriculum by developing classroom approaches which allow for cohort/individual differences within teaching and learning e.g. curriculum plans based on the individual needs and interests of each cohort of children.

4. Provide an entitlement curriculum which aims to offer the same coherent and balanced curriculum and learning experiences to all learners, open to SMSC (Spiritual, Moral, Social & Cultural) development opportunities & wider curricular/learning contexts

5. Respond to pupils' lingual needs on a class and/or whole-school level and promote modern languages through assemblies, display, visitors to school etc

6. Plan for non-stereotypical learning experiences & opportunities e.g. balanced choice of class topics, varied selection of books & texts

7. Plan for non-biased learning environments addressing age, disability, race and gender - home corner/role play areas, role play experiences, range of learning resources & equipment

8. Review & update resources so that the messages given reflect both the local community & the wider community. Ensure that all pupils have equal access to all resources.
9. Give time and space for social & emotional talk as well as learning talk (i.e. class discussion times give all children equal opportunity to voice opinion) e.g. classcircle time, school assembly.
10. Involve all pupils in 'rule making' both for the classroom and the school e.g. using the focus of the SMSC programme on 'school community'
11. Use of peer approval/disapproval and involvement of children in decision making. Discussion on what is acceptable behaviour
12. Use achievable targets and rewards for individuals re: acceptable behaviour & attitudes e.g. team points, HT award, postcard home
13. Be aware of peer pressure and respond accordingly when it has a negative impact on pupil attitudes and behaviour
14. Monitor pupils in class and at play for 'loners', the 'macho' group, assertive pupils, physical contact, tight huddles of groups, high profile pupils, the non-demanding pupils, mixed group games e.g. feedback from Breakfast & Homework Club leaders, Play Leader & lunchtime supervisors
15. Have an awareness of and sensitivity to home background expectations and attitude to out of school activities (which add pressure) and discuss issues with parents if appropriate e.g. Mothers/Fathers Day
16. Encourage pupil to think about the inclusion and exclusion of others and the effect it has through class services and school assemblies e.g. National Anti-Bullying Week/Day
17. Introduce and promote appropriate role models in school e.g. guest speakers at assemblies
18. Encourage the celebrating & sharing of experiences (cultural and other) e.g. World Disability Day, One World Day, Fairtrade Fortnight
19. Promote use of books, stories and stimuli to reinforce positive attitudes e.g. If The World Were A Village (our global home), Susan Laughs (disability), My Brother Sammy (autism), Dan & Diesel (blindness),
20. Promote use of song, rhymes and games to explore and overcome issues e.g. termly programme of themed music appreciation at assemblies

## **8. Resources**

Continual monitoring of resources within the school will take place to consider the messages the resources give (especially pictorial resources) and gender and the cultural aspects will be monitored for suitability and flexibility.

Curricular areas receive sufficient annual funding for purchase of the resources and equipment needed to ensure full inclusion for all pupils.

## 9. Staff Training

Active participation of all school staff is necessary for a successful policy. Staff will raise any equality concerns with the Head or at staff meetings where necessary.

All staff has responsibility for Equal Opportunities & Inclusion but in the absence of a coordinator the Headteacher will attend courses and report back to staff.

Advisory staff, external specialists & external support services will be called upon for specific advice and to lead staff meetings when appropriate. All staff will address equal opportunity & inclusion issues for their own curriculum area of responsibility and report back.

## 10. Success Criteria

<b>Equal Opportunities &amp; Inclusion will be recognised and monitored in the following areas:</b>	
<b>Quantitative Indicators</b>	<b>Qualitative Indicators</b>
SATs results	School ethos
Stable/rising Number On Roll (NOR)	Quality of relationships
Number of FSM	Accessibility of staff
Number of requests for assistance e.g. uniform	Parental views & attitudes
Class sizes/stability	Parental engagement
Attendance	School displays
Unauthorised Absence	Cleanliness of school site
Persistent Absence	Effectiveness of communication systems
Punctuality	Teaching styles
Attendance	Class seating provision
Exclusions	Learning interaction (peers/adults)
Staffing stability	Differentiated work on offer
Commitment/involvement of support staff	Open ended work
Involvement of Education Welfare Officer	Pastoral care of pupils
Involvement of Educational Psychologist	Playground interaction
Number of computers in school	Perception of links with the locals

## 11. Breaches in Equal Opportunities & Inclusion:

Children and their parents are entitled to be treated fairly with respect to important educational decisions which affect their lives, especially concerning admission, attendance, assessment (including any for special needs) and exclusion.

Parents will be informed informally of areas of concern about a child's behaviour, attitude, lack of achievement initially by the class teacher or head teacher and this will be monitored by the school and the parents.

On going concerns will be discussed in more depth with the headteacher and parents and appropriate action points taken, including planned intervention, if required.

Parents who are unavailable or unwilling to engage with the school will receive a letter which will be kept on file with an invitation to respond.

Pupils who are unwilling or unable to respond to behavioural or attitudinal issues could invoke the school's formal disciplinary procedures.

Disciplinary action could result in total non co-operation on the part of the pupil and continued unacceptable behaviour could result in exclusion procedures for the pupil.

## **12. Monitoring & Evaluation:**

Governors are responsible for checking & challenging that school provision is meeting all statutory requirements listed below either at full Governing Body meetings, in the Personnel Committee or on governor visits:

- Race Relations Act 1976
- Disability Discrimination Act
- Sex Discrimination Act
- Equality Act 2006

The Headteacher, as Equal Opportunities Co-ordinator, is responsible for the overall implementation of this policy & practice.

All members of staff are responsible for daily monitoring & evaluation in order to improve, adjust and facilitate equal opportunities within the everyday running of the school and to bring individual perspectives to whole staff meetings.

Parents and pupils are welcomed and involved in sharing their own perspective & perceptions with the school community to inform & enhance our provision.

## **13 Policy review**

This policy will be reviewed after every four years. The Governing Body will participate in the policy review as it recognises that it is its statutory responsibility and not solely that of the Headteacher or staff to do so.

**Date of (original) adoption: April 2012**

**Date of next review: September 2020**