

**EQUAL OPPORTUNITIES POLICY
PARK HILL PRIMARY SCHOOL**

'We aim to bring out the best in everyone.'

Aims:

1. To develop the potential of all children, by extending the educational life chances of all pupils, irrespective of race, gender, religion, culture, language, sexuality or special needs.
 2. To acknowledge and value the diversity of our school population and local community.
 3. To provide a varied curriculum, which gives recognition to the contribution of all members of society, to its cultural, historical, technological and scientific achievements.
 4. To help children develop a sense of self –respect.
 5. To ensure that children will treat others with respect.
 6. To help children recognise prejudice, stereotyping and discrimination and to respect the principles of equal rights and justice for all.
 7. To encourage children to relate positively to each other and to show willingness to value and learn from the unique individuality of each human being.
 8. To ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
 9. To challenge personal prejudice and stereotypical views whenever they occur.
 10. We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.
 11. We are aware that prejudice and stereotyping are often caused by poor self-image and by ignorance.
1. 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.

It is the responsibility of all of us who are involved in education- parents, teachers, governors and local community – to ensure that these aims are met.

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.

The Curriculum:

At Park Hill, pupils have the opportunity to develop their knowledge, skills, concepts and experiences through their participation in a broad and balanced curriculum.

We have Equal Opportunities high expectations of all our pupils and do not make assumptions about ability or areas of interest.

Equality of opportunity must be an integral part of all areas of the curriculum, all policy statements and schemes of work. This principle must be considered when:

- Planning, teaching, assessing and evaluating children's work and overcoming potential barriers to learning.
- Grouping children for activities and setting suitable learning challenges.
- Responding to pupil's diverse learning needs.

An awareness of multi-cultural issues informs all our planning. Through topics, pupils learn about different societies, environments and cultures. Religion is taught within certain topics as well as in assemblies and as a subject in its own right. Religions, cultures, traditions and societies are presented by the teacher with equal respect and value. When discussing these issues, teachers focus upon similarities as well as on differences. Resources and materials should be examined for any type of discrimination. The community is a valuable resource and as such needs to be utilised effectively.

Teachers aim to take into account individual pupils' experiences and try to make lessons and activities interesting and accessible to all. Provision should be made for resources which reflect cultural and religious diversity, positive images and are representative of each child's background.

Children who speak English as an additional language and those who have been identified as having educational or physical needs are considered in all aspects of planning, teaching and assessment.

Observing inclusive teaching strategies is a key element of the Leadership Team's annual programme of monitoring.

Classroom Organisation and Management:

Class teachers develop strategies to ensure appropriate access to classroom equipment and resources.

In the classroom, teachers mix groups working together to enable pupils to work with a variety of class members as well as providing differentiated activities as appropriate.

As some styles of teaching can advantage particular pupils, we use a variety of strategies which include whole class teaching, group discussions, paired and individual activities.

The School Environment:

We want to provide a creative, stimulating environment, celebrating the richness of the different cultural groups within our community.

The school positively values all staff and pupils and welcomes diversity.

We seek to promote the achievement of all pupils. Teaching staff make time to praise children for their behaviour, contributions and their work. Each week we hold a merit assembly where children are publicly awarded for achievement in all areas of school life. All pupils have examples of their work displayed in classrooms and corridors.

Children and staff are called by their preferred names and we ensure that names are spelt and pronounced correctly.

Our multi-faith assemblies and Religious Education promote justice, fairness and equality as well as informing pupils of many different religious stories, traditions and beliefs.

We have a children's School Council which meets regularly to discuss concerns and suggestions raised in class council meetings. The councillors are elected by their class members. The council initiates many discussions and makes contributions to the decision making process of issues concerning children in the school.

Circle time sessions are held regularly in each class. This is part of our Personal, Social and Health Education (PSHE). Issues discussed include equal opportunities.

Children and class teachers write their class rules and expectations at the beginning of each school year and address equal opportunity and how they are going to ensure equality in the classroom.

Playground behaviour is monitored and unacceptable behaviour challenged to ensure that pupils are safe and free from harassment. Unacceptable behaviour is dealt with immediately. We have developed systems to deal with playground incidents and with racism. These are followed by all staff. Offensive remarks or behaviour based upon prejudice or misinformation are always challenged.

Child Protection:

Our utmost priority is the safety and wellbeing of the children in our care. The school based Designated Senior Lead, the Headteacher, is always made aware of any concerns staff may have and appropriate steps are taken for the child's protection.

Teaching staff receive training and support on how to act when suspicions of child abuse are raised and how to proceed with sensitivity if a child discloses information. The Head teacher, as Designated Senior Lead, works closely with other agencies to promote the safety and well-being of the child.

The Role of the Head teacher

To:

- ensure that the school's policy on Equal Opportunities is implemented effectively;
- ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations;
- ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;

- promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- promote respect for other people in all aspects of school life; in school assemblies, for example, respect for other people is a regular theme, as it is also in displays around the school;
- manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy

The Role of Governors

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. 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.

The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 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.

The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

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

Monitoring and review

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;
- 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.

Staff:

Park Hill is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

The school is concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

A commitment to equal opportunities is included in the selection criteria for all posts.

A file of policies is kept in the main office for reference.

Teaching and support staff are encouraged to further their professional careers by attending courses suited to their posts.

Parents, Carers and the Community:

We acknowledge and support the varied family circumstances in which our pupils live and we try to ensure that all carers and parents are always welcomed at our school.

A weekly newsletter is sent home on Wednesday detailing current events and other information about school life.

This is our key form of communication. Specific information is sent home each term to inform parents of work being undertaken in their children's classes and in advance of class trips. A report of children's progress is provided once a year. We will give help with understanding, or translate, any of the above if necessary.

We hold three official Parents' Evenings each year. Parents' commitments and availability have been considered, therefore, as well as a parents' evening, parents are also invited to make appointments with class teachers throughout the term to discuss particular concerns or issues.

We value the contributions parents have made to the development of the school. We encourage all parents to contribute and take part in the life of the school in many ways.

Equal Opportunities Affecting Particular Groups:

There are times when an individual or group of people need additional support to assist them in reaching their full potential. It is our aim to recognise these areas for concern and to act accordingly. We have identified particular groups and we aim to address equality in the following ways:

Class

The school values its staff and pupils. We are not judgmental of our families regarding their employment status and all people are valued regardless of social background and social or economic needs.

We recognise that some families have difficulty paying for school trips and arrangements are made to provide support. We have a system of collecting dinner money which is sensitive and does not cause embarrassment for those receiving free provision.

Gender

The school recognises that girls and women have been, and in many cases are still discriminated against. We specifically encourage girls to achieve in curriculum areas. We actively encourage boys in activities which have traditionally been seen as in the female domain.

Where appropriate, teachers may organise single sex groups to ensure equal access eg swimming.

We encourage all our boys and girls to be assertive and articulate and to be proud of their abilities.

Resources should portray women and men, boys and girls in a wide range of roles.

Language used should always be non-sexist.

Language

Bilingualism is seen as a positive advantage. EAL children may receive additional support from EAL support teachers. The support teacher works with groups of children focusing upon the development of reading, writing and speaking and listening skills.

We have access to support networks within the LEA for the needs of specific ethnic groups.

We understand that children need time in which to feel secure and that they may experience a "silent" period. We recognise, however, that some bilingual pupils may also have special educational needs.

Children are encouraged and given opportunities to use their first language.

Bilingual pupils work with monolingual who provide good role models of language use at their own level and are also encouraged to speak in their own language to children who speak the same language as they do.

Learning Ability

The school welcomes pupils of all levels of attainment. We recognise that all pupils are entitled to follow a broad and balanced curriculum and we aim to ensure that all pupils have access to such a curriculum.

Much time and care is put into the identification of children with educational needs, the planning, implementing and assessing of individual educational programmes (IEP). Children with an IEP or a statement of need are treated with equal respect and value.

All staff have high expectations of all pupils.

There is a wide range of resources available to cater for pupils of all abilities and work is often differentiated so that pupils can achieve personal goals.

Physical Ability

The school welcomes staff and pupils with differing physical abilities within the limitations of the school building and the practicalities of the work. We have made reasonable adjustments to the building in the light of our Access Audit and the requirements of the Disability Discrimination Act 2003.

We try to use resources which challenge stereotypical views of those with different physical abilities.

The terminology used to describe forms of physical ability should not be offensive.

Staff are made aware of pupils' individual needs and how to cope with them (e.g. nut allergies) in a safe, sensitive and practical way.

For more information about how the school meets the needs of children with differing learning or physical abilities, please see the Special Educational Needs Policy, and Health and Safety Policy.

Race

The school welcomes a racially diverse population and recognises that it enriches the school in a positive way. All staff and pupils are encouraged to adopt a respectful awareness of other cultures and languages, to be thoughtful, tactful and to examine and be critical of their own racial prejudices. It is important to remember that racism can take place on a conscious and unconscious level.

Resources should give a positive view of our multi-racial society and encourage respect for people as individuals. Resources should present a global view of the world.

Newly Arrived Pupils:

We are developing ways in which we can support families who are new to the area or have moved many times. We understand that children who join mid-year may need support settling and families who may have fled their countries may have experienced great trauma. We aim to be sympathetic, non-judgmental and welcoming. We strive to ensure that families are welcomed and are offered support and advice and children in our school feel safe and achieve in all areas of school life.

It is our duty to ensure that pupils have a positive social and educational experience, whatever the time period they spend in our school.

Religion

We welcome families of any religious or non-religious persuasion. All individuals have the right to express their religious views and practices within the constraints of the National Curriculum, whilst maintaining respect for the belief of others.

Lessons and assemblies regarding religion give pupils opportunities to learn about the variety of world religions. Pupils are encouraged to accept and respect a variety of religious and cultural views within the religions studied. Pupils are encouraged to challenge stereotypes and discuss diversity.

Displays and resources should reflect the diversity of religions.

Parents have the right to withdraw their child from R.E. lessons and collective worship.

Sexuality

The school welcomes parents, carers and staff, whatever their sexual orientation.

Mental health and drug/alcohol abuse

The school is sympathetic to the needs of families with mental health issues or drug or alcohol abuse. Information given to teachers is treated with sensitivity and only passed on to other members of staff who have contact with the child and may need to be aware of a particular home situation.

When teaching children about the dangers of drug and alcohol abuse, teachers are sensitive to the experiences of children in their class. We aim to give factual information in a balanced non-judgemental way. We encourage children to discuss issues and develop their own opinions.

Offensive language is challenged and staff explain why certain language is considered offensive to groups of people.

Dealing with Harassment

Harassment on account of ability, gender, race, religion, sexuality or social background are unjust and totally unacceptable. Harassment can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

We aim to take all incidents of harassment seriously and the school has a statutory responsibility to deal with racial and sexual harassment.

We have developed a clear procedure for dealing with complaints and grievances including those regarding harassment.

Monitoring and Evaluation

This policy was written with a great deal of thought. The Head teacher, alongside the Governors, monitor the policy, its effectiveness and any issues arising. There will be other opportunities for monitoring in our compliance with LA monitoring of the recruitment process.

Date: 2/10/17

Agreed by Governors.....(Chair)

Review date : 12 months from adoption by governing body