

Asfordby Captain's Close Primary School

Equal Opportunities Policy

Period of Review	2 years
Date of Last Review	March 2018
Date of Next Review	March 2020



Asfordby Captain's Close Primary School

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Introduction

The Equality Act 2010 brings together previous legislation such as the Race Relations Act and the Disability Act and provides a more consistent approach to comply with the law.

The governing body is required to:

- Promote equality of opportunity for pupils, staff, parents, carers and other people who use the school or may wish to; and prevent direct discrimination against age, disability, gender reassignment, race, religion and belief, sexual orientation, sex, maternity and pregnancy
- Prepare and publish a Equality & Discrimination Policy to show how they will meet these duties.

This Policy and the accompanying action plans set out how the governing body will promote equality of opportunity for **all**.

- increasing the extent to which **all** pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which **all** pupils can take advantage of education and associated services;
- improving the delivery to **all** pupils of information which is provided in writing.

This policy incorporates the school's plans to increase access to education for **all** pupils.

All pupils at Captain's Close have an equal right to develop and achieve their potential. Equality of opportunity underpins the school curriculum and the work of the school. Children are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

The Education Reform Act entitles all pupils in school to a National Curriculum, which is balanced and broad based. The National Curriculum includes cross - curricular dimensions such as equal opportunities for boys / girls, multicultural education and special educational needs. Wherever possible the curriculum will develop children's knowledge and understanding of different beliefs, cultures and needs.

We aim for an atmosphere of trust and respect among children as well as between teachers and children. Citizenship education programme is about how we treat each other and, more importantly, how we learn to respect one another and ourselves as citizens of the world. It also fosters an understanding of the diversity of cultures and needs that exist in school and in the wider community.

The purpose and direction of the school's policy.

Asfordby Captains Close Primary School is required to have due regard to the following duties in all that we do:

- promote equality of opportunity and eliminate associated or perceptive discrimination
- eliminate related harassment
- promote positive attitudes towards **all** people
- encourage participation by **all** people in public life
- take steps to meet **all** people's needs, even if this requires more favourable treatment.

This policy aims to set out how we will meet these general duties.

It is the responsibility of the whole school community to implement this policy in a manner which promotes the inclusive ethos of our school.

1.1 The Involvement of ALL Children and Young People, Staff and Parents

PARENTS:

We will introduce and communicate the equal opportunities policy to parents through the school prospectus, admissions meetings with parents and on parent's evenings. This policy has been review with the parents steering group.

CHILDREN:

It is the right of every child irrespective of race, culture, class, gender, special needs or ability to achieve their full potential. Each child should have access to an education, which will enable him / her to utilise their talents to the full and achieve their potential. We must develop children to become sensitive to and aware of ways in which equality of opportunity is denied and how this might affect them in society.

- pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's concerns about equality and or discrimination.
- **all** staff have regular meetings with their line manager to discuss how the school can best enable them to work
- children and young people with concerns relating to equality and discrimination have regular meetings with inclusion Manager to identify any perceived difficulties.

We do not presume that the views held by the parents of any child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

STAFF:

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children. They will endeavour to establish an atmosphere within school which effectively reduces prejudice and raises self esteem, so that all children can develop independence, freedom of choice and knowledge of their rights to take on whatever roles they choose, no matter what their cultural background, gender or ability.

As a staff we have to remember that we are role models. We must challenge the concept of discrimination based upon differences of race, gender and special needs.

Captain's Close Primary School recognises that Equal Opportunities are also important for staff and has an "Equal Opportunities Policy for Employees" (see Appendix A).

AIMS:

To ensure that:

- every individual within the school achieves their full potential and has the same opportunities
- every child is given access to the best possible level of achievement appropriate to its age and ability through appropriately differentiated work
- staff, parents and children are informed and educated, and reminded of the issues to ensure a continuity of approach throughout the school
- prejudices are challenged and positive attitudes are built
- understanding and mutual respect of all children, regardless of differences, is promoted
- contributions from various cultures are included and acknowledged in the planning and teaching of the full range of National Curriculum subjects, resources and school displays
- an awareness of the unfairness and injustice of stereotyping is raised
- any form of bullying including verbal, physical and psychological bullying by any group or individuals is challenged and addressed
- high levels of acceptable group and individual behaviour are promoted by ensuring that all the school community are informed of school expectations and procedures
- there is a commitment to minimising all school exclusions by implementing agreed strategies and procedures ensuring that each child is given the opportunity to achieve and succeed

- absences, racist incidents and bullying incidents are recorded and monitored.

EXAMPLES OF STRATEGIES used in school that will carry out these aims are:

- Planning activities of a non- stereotypical nature such as the home corner and apparatus.
- Giving children time to talk in class discussions to give everyone opportunity to voice opinion and discuss how they are feeling.
- Encouraging the sharing of experiences - encompassing all equality issues.
- Reviewing/updating resources so that appropriate messages are presented to the children.
- Planning role-play experiences to include addressing age, disability, race and gender.
- Providing a differentiated curriculum by developing classroom approaches that cater for individual differences but which do not make distinctions that have negative effects on children, their learning and development.
- Displays around school promoting positive equality issues.
- Providing an entitlement curriculum, which aims to offer the same balanced curriculum and learning experiences to all.
- Staff on playground duty to identify loners, the assertive group and negative physical contact.
- Children encouraged to think about the exclusion of others and the negative effect it can have.
- Involving children in behaviour planning in the classroom and at a whole school level through the school council.
- Using assembly time and collective worship themes to reinforce equal opportunity issues.
- Using targets and rewards for children to reinforce acceptable behaviour and attitudes.
- Ensuring that all children will have equal access to all resources. Some children will need encouragement / direction in the use of resources.
- Subject leaders to address equality issues within their subject.
- Giving children a voice, through the school council.
- Sharing in various religious celebrations throughout the year.

THE CURRICULUM

All children will have equal access to all aspects of the curriculum and school life. We will need to monitor our practices to achieve this. Children should be given the opportunity:

- to make choices without rejecting any as being inappropriate, e.g. sport, monitor jobs
- to gain self-worth and self-confidence, freeing them to develop a sense of who they are and what they want
- to have equal educational experiences so that they can make appropriate choices from a base of common skills and knowledge.

RESOURCES

- Books, workcards, equipment and other resources will be checked to see that they are non-stereotyping.
- Children will be encouraged to learn to identify and question stereotypes if they are found in existing material.
- Resources such as computers, technology equipment and playground space will be allocated fairly.

HIDDEN CURRICULUM

- Displays will show positive role models.
- There is a need to discuss and counter prejudices and hidden beliefs.
- The development and sharing of common interests will be encouraged.

Children's individual characteristics and feelings need to be respected and valued.

STAFF TRAINING

Active participation of all school personnel is necessary for a successful policy. Staff meetings will take place as a means of monitoring / evaluating the policy. Also 'raising awareness sessions' will be planned.

All the staff has responsibility for promoting Equal Opportunities.

SUCCESS CRITERIA

Equal Opportunity will be recognised or highlighted in the following areas:

- SATs results
- Playground/classroom interaction
- Displays in school
- Perceptions of Governors and Parents
- Teaching styles
- Differentiated work on offer to parents
- Use of resources
- Teacher assessment

RACIAL EQUALITY (see also Race Equality policy)

STAFF WILL TACKLE ALL FORMS OF DISCRIMINATION

The main objectives we are working towards are:

- to prepare all children to live and work together, with equality of opportunity as part of a multi-racial world
- to build on the strength of cultural and linguistic diversity
- to raise awareness and enable children to recognise and challenge inequality
- to meet effectively the particular educational needs of all children.

IN THE CLASSROOM TEACHERS WILL:

- a) raise awareness of similarities and differences of individuals and groups
- b) where appropriate encourage positive role models from the community to support work in the classroom and arrange relevant visits to religious buildings
- c) have high expectations so all children achieve their full potential, as well as encourage a positive self-image
- d) give opportunities for children to express and evaluate their own opinions and to respect the opinions of others
- e) at all times encourage children to challenge stereotypes, prejudices and racism
- f) carefully choose books and materials and create displays that reflect the diversity within school, community and the wider world
- g) audit / monitor their subject ensuring equality issues are addressed
- h) be made aware of the ethnic mix, different religions and home language of children
- i) identify children for EAL support
- j) as a subject leader, ensure there are appropriate equality links

IN SCHOOL ORGANISATION AND MANAGEMENT WE WILL:

- celebrate the success of individuals
- ensure all staff, teaching and non-teaching, are informed of the policy
- provide opportunity children to work with people from a variety of backgrounds and cultures in a wide variety of roles including work, domestic and recreational
- monitor extra curricular activities to ensure that children from all cultural groups are encouraged to take part
- carefully monitor data available to school, to ensure all children achieve their full potential

Gender Equality

IN THE CLASSROOM TEACHERS WILL:

- (a) seek to organise the children to work together in mixed groups so they are less likely to develop antagonistic attitudes, e.g. encouraging them to line up in mixed pairs or by surname, keeping the register in alphabetical order
- (b) ensure that areas in the classroom do not become a predominantly male or female domain, e.g. home corner, construction area
- (c) enable children to work in single sex groups if need be, to develop enjoyment and confidence in particular subjects.

IN SCHOOL ORGANISATION AND MANAGEMENT WE WILL:

- celebrate the success of individuals
- avoid unnecessary separation of sexes, unless a specific educational purpose is being met
- ensure staff positions are not limited to one sex
- ensure all staff, teaching and non-teaching, are informed of the policy

- provide opportunity for girls and boys to see women and men in a wide variety of roles including work, domestic and recreational
- ensure that the discipline policy will be the same for both girls and boys
- make sure extra curricular activities will be available to all children and timetabled to avoid stereotyped classes.

DISABILITY

All children are given the opportunity to recognise and respect individual differences and abilities. We are all unique and therefore have the right to be treated as individuals.

We will endeavour to:

- raise awareness of the varying needs of others
- highlight and celebrate the differences between each other
- raise awareness of the need for appropriate facilities to be available for people with disabilities, e.g. wheel chair ramps.

This will be achieved through:

- appropriate discussions
- topic links, e.g. work on the body
- visiting speakers
- appropriate resources, e.g. positive images in books/stories/displays
- following the inclusion policy.

HOME/SCHOOL LINKS

- Captain's Close CE Primary School values links with parents and members of the local community and the contributions which they can offer to school life.
- If the need arises the school would actively support the needs of any parent who had difficulty in understanding communications from the school.
- Parents of children with Special Educational Needs will be kept informed of their progress in accordance with the Special Educational Needs Policy

Gathering Information

Pupils and staff requiring support are identified through self-declaration recruitment and selection procedures, admission forms. Data protection legislation will be observed in sharing this information.

Parents, governors and other school users requiring support are identified through self-declaration. Data protection legislation will be observed in sharing this information.

We explain to parents, staff, governors, community users and pupils why the information about supported needs is required.

The information about staff and pupils requiring support will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of **all** employees
- the effect of our policies and practices on the educational opportunities available to, and achievements of, **all** pupils.

The information about parents and community users requiring support will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- the effect of our policies and practices on the involvement of **all** users in community activities.

Information on staff will be analysed in respect of the representation of **all** people:

- in all aspects of the work of the school, for example: teaching, teaching support, administrative support;
- at all levels of seniority in the school;
- amongst those awarded Teaching and Learning Responsibility Payments;
- as permanent or temporary members of staff, full- or part-time or casual staff;
- in training and professional development opportunities;
- in disciplinary and capability proceedings;
- in harassment and bullying procedures;
- as contract staff, for example: contract cleaners and agency supply teachers;
- among those who take sick leave;
- among trainee teachers on placement at the school; and
- among those leaving the profession early.

The analysis of information about **all** staff requiring additional support will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- attract a wider field for recruitment
- retain the experience and skills of employees who develop additional needs during their working life and avoid the costs of recruiting and training new people;
- develop in-house expertise about what disabled **all** staff and/or pupils may require;
- provide role models for children and young people;
- bring different life experiences and new skills to the school; and

- help foster good relations with all employees by showing that everyone is valued and treated fairly.

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of **all** staff.

Information collected about children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- opportunities for **all** learners to take positions of responsibility;
- satisfaction and enjoyment levels across a range of school activities;
- aspirations and ambitions for the future;
- successful transition into the next stages of education, training or employment;
- access to school trips;
- involvement in after school clubs and activities;
- access to work experience placements;
- take up of careers advice.
- attainment and achievement of **all** learners
- exclusion rates of learners with additional needs
- admissions of learners with additional needs

Information collected about parents with additional needs will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- use **all** people's preferred means of communication when contacting parents, meeting with them or sharing information with them;
- ensure **all** parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible, make alternative arrangements;
- give parents with additional needs priority when arranging events and meetings
- give disabled parents preferential parking rights;
- ensure the needs of young carers are met;

Information collected about governors with additional needs will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- the representation of **all** people on the governing body;
- the accessibility of meetings for **all** governors;
- the accessibility of other governors activities.

Information collected about **all** users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- encourage community groups to ensure their activities are accessible;
- give due regard to **all** community users when revising school policies and procedures.

EQUAL OPPORTUNITIES POLICY FOR EMPLOYEES

STATEMENT OF PRINCIPLES

- The Headteacher and Governors of Asfordby Captain's Close Primary School support all personnel in their professional duties and will provide professional guidance and support when appropriate.
- The Headteacher and Governors aim to provide a pleasant and safe working environment for all employees.
- All employees will have access to training or professional development programmes.
- All employees will have access to a complaints/grievance procedure if they are unhappy about any aspects of their working conditions.

Recruitment Procedures:

The Governors will act as fair employers. All jobs will be advertised and will be open to fair competition from applicants.

- Procedures which comply with the Sex Discrimination Act, the Race Relations Act and the Disability Discrimination Act will be in force.
- Fair shortlisting and interviewing procedures will take place for all jobs based upon appropriate criteria which has been agreed by the Governor's Staffing Committee.
- Unsuccessful candidates will be offered a debriefing interview.

APPENDIX ONE

ACTION PLAN – EQUALITY & DISCRIMINATION

<u>PRIORITY</u>	<u>ACTION</u>	<u>PERSON RESPONSIBLE</u>	<u>TIMESCALE</u>	<u>SUCCESS CRITERIA</u>
Set up system to involve all people.	Put a statement in parent newsletter – encouraging participation of all parents in school development.	PB	Yearly in Summer term	Potential pool of all people to review Policies, Procedures and Practices in school.
	Adjust pupil questionnaire to ensure views of all learners in the school are known	PB		Potential pool of all people to review Policies, Procedures and Practices in school.
Establish a timescale for the review of Policies, Procedures and Practices.	Publish the School Policy timetable wider to ensure all staff, parents, pupils can have an opportunity to contribute.	PB/KF		All pupils, parents, Governors etc have an input into policies, procedures and practices
	Review day to day practice to identify any issues for all learners.	All staff		

<p>Maintain systems for information gathering.</p>	<p>Identify pupils with additional needs and ensure that these pupils make at least expected progress</p> <p>Review of Policies, Practices and Procedures (see above actions)</p>	<p>PB</p>	<p>Ongoing</p>	<p>Meet requirements of Equality Act 2010</p>
<p>Disabled Priority Parking</p>	<p>Discuss with parents parking options for children/parents with disabilities.</p>	<p>PB</p>		<p>Without discriminating parents are aware of parking provision for family and wheelchair can be loaded safely into car.</p>