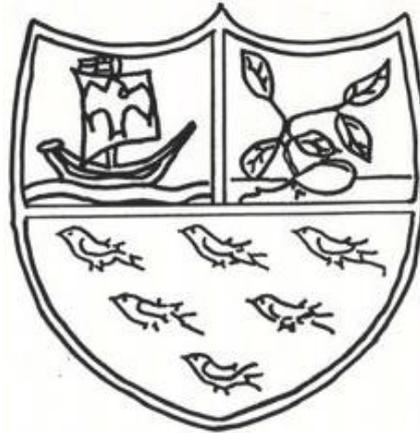


WEST SUSSEX COUNTY COUNCIL

Sidlesham Primary School

A little school where big things happen



Equal Opportunities Policy

March 2018

This document is a statement of the aims, principles and procedures at Sidlesham Primary School. It was reviewed from the policy of March 2017. This policy was approved by the Governing Body on March 20th 2018. Review date is Spring 2022.

Introduction

At Sidlesham Primary School we believe that “Every Child Matters” and that all children have the right to:

- enjoy and achieve to the best of their ability,
- be kept safe,
- be healthy
- make a positive contribution,
- gain an understanding of how to achieve economic well-being,

Equality of opportunity is about providing excellence for all, in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and community members.

This policy takes account of:

- The Single Equality Act 2010
- The Education and Inspections Act 2006.
- Codes of Practice from Equality Commissions – Commission for Race equality, Disability Rights Commission, Equal Opportunities Commission. Revised 2010
- Employment Equality (Age)
- Discrimination Regulations 2006
- Disability Discrimination Act 2005
- Equality and Human Rights Commission directives
- The Equality Act 2010
- Human Rights Act 1998
- Children and Families Act 2014
- The SEN Code of Practice 2014
- Accessibility plan and policy 2014

This policy extends to the schools recruitment and admission procedures.

Mission Statement

At Sidlesham Primary School we actively seek to develop inclusive values and ways of working which enable us to meet the needs of our pupils. We believe that each child should receive the support they need to thrive and reach their potential. We expect every child to participate in all aspects of school life.

In support of this belief we:

- welcome all children from the local and surrounding communities
- ensure that all barriers to participation are removed
- enable every child to participate in an appropriate curriculum
- use resources and literature that are non-discriminatory
- have a team approach for learning support and curriculum planning
- make sure that children with communication difficulties, including children with English as an additional language where appropriate, are given support in small groups with teachers, teaching assistants and special needs assistants
- ensure that all pupils are involved in developing the “School Charter” aspect of our behaviour management policy. These are based on the principles of mutual respect and making good choices.
- involve all children in physical activity and encourage personal performance
- ensure that no pupil is excluded from an educational visit because their access or other needs are not met
- co-ordinate specialist support in a way that reduces disruption and supports learning and social needs.

Aims

These aims are designed to ensure that the school meets the needs of all of its community, taking account of; gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. At Sidlesham Primary school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We aim to promote equality of opportunity and good relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure
- building self-esteem and confidence in our pupils, so they can use these qualities to achieve their full potential and become rounded citizens of the wider school community, that values their contributions and enables them to make choices and informed decisions
- fostering the social and emotional growth of each child throughout school life and in particular through the school's pastoral system, UNICEF Rights Respecting Schools work and the PSHE and Citizenship curriculum
- endeavouring to ensure that all children have equal access to a broad and balanced curriculum, differentiated where appropriate
- ensuring every child is given an equal opportunity to experience success appropriate to their ability, through carefully planned and differentiated activities
- ensuring that our teaching takes into account the learning needs of all pupils through our curriculum and lesson planning
- having consistent high expectations of the pupils and their learning
- removing or minimising barriers to learning, so that all pupils can achieve; ensuring that no pupil has any opportunity within school withheld from him/her on grounds of gender, ethnicity, culture, religion, language, sexual orientation, ability, disability or social circumstances,
- ensuring that all members of staff are developing their experiences in an atmosphere of equality of opportunity
- respecting the cultural and ethnic diversity of children, parents/carers and staff, welcoming the enrichment of the environment which this brings fostering positive attitudes towards our multi-cultural society
- having clear procedures for dealing with discriminatory incidents and that these are understood by all
- actively tackling discrimination and promoting equality through our curriculum
- making clear to our pupils what constitutes aggressive and discriminatory behaviour
- ensuring class and school resources reflect society as a whole
- ensuring all pupils develop mutual respect through the school ethos, UNICEF Rights Respecting Schools work, teaching of PSHE and Religious Education, in order to help children celebrate and develop tolerance and to value the gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances of themselves and others
- making use of opportunities within the life of the school to increase religious awareness and tolerance and to forge links with the wider community to promote an understanding of and respect for others

- ensuring that all staff set an example by demonstrating positive, non-discriminatory behaviour in their interactions with each other and with the children

Objectives

At Sidlesham Primary School our aims are achieved in the following ways:

Admissions

- the admissions policy as accepted by the Governing Body, is the policy of the L.A. This document does not permit sex, race, or disability to be used as criteria for admission. The admission process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged
- comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admission forms
- the school and families are aware of rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues
- provision is made for leave of absences for religious observance that includes staff as well as pupils.
- provision is made for pupils on extended leave so that they are able to continue with their learning.

Registration

- Pupils are listed on the register strictly in alphabetical order. Any children who are admitted within the year, will be added at the end of the list.
- Pupil's names are spelt correctly on all records and correct pronunciation of names is checked after consultation with parents.
- Pupils are encouraged to respect names from other cultures.

Curriculum

- all children have access to either the Early Years Foundation Stage or the National Curriculum, which is broad and balanced
- each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity
- all subjects contribute to the spiritual, moral, social and cultural development of all pupils
- the school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds
- pupils are encouraged to improve on their own achievements through the setting of individual targets

The curriculum builds on pupils' starting points and is differentiated where appropriate to ensure the inclusion of:

- Boys and girls;
- Pupils learning English as an additional language;

- Pupils from minority ethnic groups;
- Pupils who are more able;
- Pupils with special educational needs or disabilities;
- Pupils who are looked after by the local authority;
- Pupils who are at risk of disaffection and exclusion.
- personal, Social & Health education which provides opportunities to build self-esteem and to explore issues surrounding equality
- Religious Education and Collective Worship which encourages understanding and empathy with members of a range of different faith communities
- every opportunity to challenge stereotypes and to present positive role models to demonstrate the potential of all children to undertake diverse roles in society
- resources that represent non-stereotypical images & provide positive images of ethnic groups, different family groupings, men and women and disabilities
- Classrooms as inclusive environments in which pupils feel all contributions are valued
- extra-curricular activities and special events that cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture

Attainment, progress and assessment

- the school recognises and values all forms of achievement
- all pupils have the opportunity to achieve their highest standards
- the staff maintain high expectations of all pupils and continually provide challenging activities to extend their learning and achieve higher standards
- baseline assessment is used appropriately for all pupils
- staff use a range of methods and strategies to assess pupil progress including the Early Years Foundation Stage Profile, Classroom Monitor program and the Interim Assessment Frameworks for years 2, 4 and 6.
- the school ensures that assessment is as free of gender, cultural and social bias as possible, and that assessment methods are valid
- the monitoring and analysing of pupil performance by gender, EAL, SEND, CLA and those entitled to pupil premium provides information enabling staff to identify groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this
- self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress
- all pupils have opportunities to demonstrate what they know and can do and therefore, to benefit from assessment that summarises what they have learnt
- information from assessment is used to inform future learning

Behaviour, Discipline and Exclusion

- the school expects high standards of behaviour from all pupils
- the school's procedures for disciplining pupils and managing behaviour are robust and it is recognised that having a protected characteristic may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour

- all staff operate consistent systems of rewards and discipline as stated within the school's behaviour policy
- discriminatory language and behaviour and other acts of intolerance are not accepted. (see Behaviour, Anti Bullying and PSHE and Citizenship Policies)
- pupils, staff, parents and governors are aware of procedures for dealing with harassment

Partnership with Parents and the Community

- progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue
- all parents are encouraged to participate at all levels in the full life of the school
- information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups
- the school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity
- the school takes steps to encourage the involvement and participation of under-represented groups of parents and sections of the community
- the school's premises and facilities are equally available and accessible for use by all groups within the community in accordance with our lettings policy.

Responsibilities

The Governing Body:

- is committed to this policy and will continue to ensure that all members of the school community uphold these principles of equality of opportunity
- welcomes and will consider all applications for staff and pupils to join the school, whatever the background or disability of the applicant.
- recognises the value of children having male and female role models. However, vacant posts are always filled by the best applicant, irrespective of gender. Both men and women are encouraged to work with all age groups and each key stage
- Ensure all staff have equal access to in-service training and posts of responsibility
- ensures that guidelines and rules are in force to deliver this policy so that no child is discriminated against whilst in school or on school activities
- ensures that the school buildings and grounds provide easy access to people with disabilities at least in accordance with legal requirements
- ensures that regulations on school uniform and dress code is applied equally to both sexes. If this code is in conflict with a religious custom, the Governors will consider representations sensitively with respect for the cultural traditions and the impact any derogation would have on the school generally
- monitors the effectiveness of this policy.

The Headteacher:

- is committed to this policy statement and will be accountable for its implementation in the school

- ensures that all staff are aware of this policy and that it is applied rigorously
- ensures that all appointments and selection panels give due regard to this policy so that no-one is discriminated against as regards employment or training and development opportunities.
- promotes the principle of equal opportunity when developing the curriculum
- ensures that assemblies and displays around the school reflect the ethnic origins and range of abilities and activities of pupils, positively promoting respect for other people and other beliefs
- ensures that staff receive appropriate training and support to enable them to fulfil their responsibilities under this policy.

All Staff:

- are committed to this policy statement and will assist in its implementation
- while recognising differences, will ensure that all pupils are treated fairly, equally and with respect
- will have due regard to the sensitivities of all pupils and endeavour to provide material which gives positive messages reflecting the diversity of the wider population
- will undertake training as appropriate to ensure that they keep abreast of latest legislation and research
- will use this policy as a guide when designing schemes of work both in the choice of topics to study and in how to approach sensitive issues
- in their support of assistants and volunteers, will encourage them to intervene in a positive way and report any incident of discrimination.

Pupils and Parents:

- parents / carers and pupils are expected to behave towards each other and towards staff in a way that matches this policy and is conducive to harmonious relationships within the school community

The school is committed to working closely with parents/carers and when appropriate with other agencies. We will introduce and communicate the equal opportunities policy to parents/carers through the school prospectus, website, newsletters, admissions meetings and consultation evenings. Copies of our policies are available to all parents/carers on request.

Monitoring

Equality of Opportunity requires constant monitoring and evaluation in the following areas:

- statutory assessment results
- playground/classroom interaction and behaviour
- displays in school – Learning environment review
- perceptions of parents/carers and pupils e.g. through questionnaires, pupil voice, school council
- teaching styles and differentiated work/activities – through scrutiny of planning and work

- use of resources
- teacher assessment and value added information
- classroom observations of the quality of teaching and learning
- participation in extra-curricular activities
- attendance
- reports of any incidents of discrimination

It is the responsibility of all staff to ensure the principles of this policy are implemented and that any instances which occur, which appear unequal in any area of school life, are reported to the Head teacher who will log the incident and enquire into it.

Links to other policies

This policy is to be read in conjunction with all other policies, with particular cross reference to the following:

- Admissions
- Anti Bullying
- Teaching and Learning (Assessment, Reporting and Recording)
- Behaviour
- Charging & Remissions Policy
- Complaints
- Health and Safety
- Supporting Pupils with Medical Conditions
- Health and Safety
- Educational Visits
- Inclusion Policy
- Pay Policy
- PSHE and Citizenship (Personal, Social and Health Education)
- Safeguarding
- Special Educational Needs and Disabilities.