



HUGGLESCOTE COMMUNITY PRIMARY SCHOOL

Equal Opportunities

SEPTEMBER 2020

POLICY for EQUALITY of OPPORTUNITY

Introduction

This policy statement outlines the commitment of the staff and Governors of Hugglescote Community Primary School to ensure that equality of opportunity is available to all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents
- Governors
- Visitors to the school
- Students on placement.

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

This policy statement will be subject to acceptance by the whole school community upon approval by Governing body. Representatives of teaching and non-teaching staff, parents, and pupils may raise any issues for further consideration.

The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the equal opportunity co-ordinator (Paul Driver)

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social background
- Ability/Disability
- HIV/AIDS
- Belief
- Age
- Marital status
- Nationality/Citizenship
- Religion
- Sexual orientation
- Mental Health Medical Need

In the context of the school we feel the most appropriate definition is that:

Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.

Ethos and Atmosphere

- At Hugglescote Community Primary School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- There should be an 'openness' of atmosphere which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school should be of high quality and reflect diversity across all aspects of equality of opportunity.
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

Learning Environment

- There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and have targets set according to ability. Parents are also encouraged to view their own children's achievements in this light.
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on Inclusion. We aim to meet all pupils' learning needs including those with special needs, language needs and the more able by carefully assessed and administered programmes of work (see SEN policy).
- Individual Interventions are tailored according to the needs of children or changes in circumstance.
- The school aims to provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

The Taught Curriculum

At Hugglescote community Primary School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross-curricular themes in line with the National Curriculum 2014.

Our planning takes account of the differing needs of pupils and their progression using SEN pupils, focus group pupils and more able pupils as well as indicating opportunities for including Global and Anti-Racist perspectives.

Resources and Materials

The provision of good quality resources and materials within Hugglescote Community Primary School is a high priority. These resources should:

- Reflect “the reality of an ethnically and culturally diverse society”
- Reflect a variety of viewpoints
- Show positive images of males and females in society including disabled people
- Reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist or sexist materials.

Language

We recognise that it is important at Hugglescote Community Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self-esteem
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.

Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

At Hugglescote Community Primary School our environment is not culturally diverse, and therefore we create opportunities to provide first hand experiences for the pupils to encounter people from other cultures e.g. Festival weeks

Extra-curricular provision

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

Provision for Bilingual pupils

We will undertake at Hugglescote Community Primary School to make appropriate provision if ever necessary for all bilingual groups to ensure access to the whole curriculum. These groups may include:

Pupils whose home language is not a standard form of English

Pupils for whom English is an additional language.

Traveller children

Those from refugee families

Staffing and Staff Development

We are bound by the legal requirements of the Sex Discrimination Act 1975 and the Race Relations Act 1976, the Disability Discrimination Act 1995, the special Educational Needs and Disability (NI) Order 2005 and guided by the Leicestershire Council Policy on Equal Opportunities in Employment.

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female adults wherever possible.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.

Unwanted attentions (verbal or physical)

Unwelcome or offensive remarks or suggestions about another person's appearance or character.

The school has a clear, agreed procedure for dealing with incidents such as these (see Behaviour Policy and Anti- bullying policy)

Parents and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential

We wish to affirm our continuing commitment to reach out to other cultural groups within our immediate community and beyond.

Monitoring and Review

The person on the staff responsible for co-ordinating the monitoring and evaluation of the policy is Paul Driver. He will be responsible for:

- Leading discussions in designated staff meetings, which will include support staff, to discuss issues of equal opportunities within the school community.
- Working closely with the Governor responsible for this area who is Ms Rachel Wharrad.

Monitoring during Governors visits to school of the following will enable the school to see where equality of opportunity needs to be more intensely focused:

SATs & Optional SATs results
Participation in extra-curricular activities
Exclusions and unauthorised absence
Continuous assessment of children's learning
Racist incidents recorded on behaviour data.
Results from screening for specific learning needs
Attendance.

This policy will be an on-going document and will be subject to acceptance by the Governing body on behalf of all the stakeholders in our school.

Signed

A handwritten signature in black ink, appearing to read 'Paul Driver', with a long horizontal flourish extending to the right.

Paul Driver

Headteacher

A handwritten signature in black ink, appearing to read 'Rachel Wharrad', with a small flourish at the end.

Rachel Wharrad

Chair of governors