

Bicton C.E. Primary School and Nursery

Learning for a Lifetime



EQUALITY OF OPPORTUNITY POLICY

Introduction

At Bicton C. E. Primary School and Nursery, we are committed to ensuring equality of education and opportunity for all members of our school community. This includes pupils, staff (including students on placement), parents and guardians and governors receiving services from the school, irrespective of race, gender, disability, faith or religion or socio- economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We are an inclusive Church school and welcome children and families from all faiths and non-faith backgrounds.

The achievement of all groups of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes and encourages respect for all.

We strongly believe that equal opportunities should permeate all aspects of school life and is the responsibility of every member of the school community.

Aims and Objectives

The aim of this policy is to ensure our school meets the Equality Act 2010 legislation. It replaces all previous policies relating to Race Equality, Gender Equality, Disability Equality and Inclusion.

The Equality Act 2010 prohibits harassment related to age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation. These are known as 'protected characteristics'. This policy has been developed to help our school to meet the duty to:-

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between those who have a protected characteristic and those who do not
- Foster good relations between those who have a protected characteristic and those who do not

Ethos and Atmosphere

- At Bicton C. E. Primary School and Nursery, 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 are 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 worship/ 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 not to measure themselves against another. 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 outcomes 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 high priority on the provision for special educational needs. We aim to meet all pupils' learning needs including the more able.
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning.

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data for different groups and address any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Support different groups of pupils through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of learning difficult;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Resources and Materials

The provision of good quality resources and materials within Bicton C. E. Primary School and Nursery 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 in our 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. 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 Bicton C. E. Primary School and Nursery, our environment is not culturally diverse and we are very conscious of the need to provide first-hand experiences for the pupils to encounter people from other cultures. We do this through focus weeks and topics which increase global awareness.

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.

We undertake the responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports coaches).

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for Bilingual pupils

We undertake to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- Traveller children
- Those from refugee families
- Pupils whose home language is not a standard form of English
- Pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in Standard English we believe that their home language should be celebrated and respected.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. We undertake to encourage the career development and aspirations of all individuals.

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.

Tackling Discrimination

Prejudice on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of prejudice, harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Head teacher where necessary. All incidents are reported to the Head teacher and racist incidents are reported immediately to the Local Authority and at termly meetings of the Governing Body.

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

What is a Discriminatory Incident?

Harassment or prejudice on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

An incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'Any prejudice-related incident which is perceived to be racist by the victim or any other person'.

Types of Discriminatory Incident

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

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 e.g. visits to places of worship.

Monitoring and Review

The person on the staff responsible for co-ordinating the monitoring and evaluation of the policy is the Head teacher who 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.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we will monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Reviewed and updated: February 2019

Review date: February 2021

Signed  Head teacher