



# Jotmans Hall Primary School

## Equal Opportunity Policy 2011



Policy Statement - June 2011

Approved by the Pay and Personnel Committee - June 2011

Approved by the Governing Body - June 2011

Review Date - Autumn 2012

## **Mission Statement**

At Jotmans Hall Primary School we believe in the concept of lifelong learning and the ideas that both adults and children learn new things every day. We maintain that learning should be rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## **Ethos**

To attain this, the whole school community will work together to achieve and maintain the right to learn in a safe environment with mutual respect for others.

## **Why Jotmans Hall Primary School has an Equal Opportunities Policy.**

It is part of our school's overall strategy to create an open and honest working environment that promotes diversity and encourages all employees and children to reach their full potential.

The early pre-school experiences of all our pupils differ due to the diversity of experiences and cultural background. Stereotyping affects all in society and children bring to school with them the stereotypes that they have learnt at home and through the media.

All staff in schools hold ideas based on stereotypes. These stereotypes can have a positive or negative effect on individuals. It is only by challenging these stereotypes that a just society can be arrived at.

Within the school we attempt to be aware of how gender, racial, cultural and physical stereotypes can be misleading and unjust. We attempt to:

- Teach all pupils to value individuals in their own right.
- Teach pupils about the great diversity that exists in this world.
- Ensure that all staff, are aware of their own prejudices
- Reduce the possible impact that may have on the children in our charge
- Inform parents on equal opportunities issues.

This policy accords with legislation:

- Race Relations (Amendment) Act 2000;
- Disability Discrimination (Amendment) Acts 2002 and 2005;
- Sex Discrimination Act 1975.

## **Aims and objectives**

- We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. 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.

## **The benefits of adopting an Equal Opportunities Policy.**

If all employees and children are equally valued and equally able to progress in the school regardless of factors such as their sex, race, religion and disability, then morale and motivation are enhanced.

The school can maximise the effectiveness of staff and children by making full use of their talents.

By employing people from a range of backgrounds and experience we can enhance the quality of the education we are providing to our children.

To ensure that we maintain our reputation as a good school, we need to demonstrate that we value diversity and encourage all our staff and children to achieve their maximum potential.

## **Racial Equality**

In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality, Positive Behaviour Policy and Anti-Bullying Policy). All racist comments are recorded in the 'Offensive Comments' File and dealt with immediately by a senior member of staff.

We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

## **Disability non-discrimination**

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

See Inclusion Policy page 8 and 29.

## Gender Equality

We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of the boys. These include:

- dealing with negative aspects of boys' behaviour, through the Positive Behaviour Policy and strategies employed by the Behaviour Learning Support Assistant.
- removing gender bias from our resources;
- making sure that our displays reflect boys and men as effective learners and achievers;
- encouraging boys to read a wide variety of different genres..

To make our teaching more accessible to boys, we:

- begin a lesson by stating the learning outcomes.
- employ a variety of activities, and include a kinaesthetic element;
- provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

The achievement and attainment of all groups of children within the school are closely by the Senior Leadership Team, each term. Extra support for groups of children are highlighted by Class Teachers on each termly inclusion grid.

## 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 with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governors welcome all applications to join the school, whatever background or disability a child may have.

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

## **The role of the Headteacher:**

It is the headteacher's role to implement the school's policy on equal opportunities, and s/he is supported by the governing body in so doing.

It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

The headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern. Section 3 of the purple ring binder entitled 'Tackling Racism and Promoting Multicultural Awareness' (Essex CC 2001) provides a helpful summary of the distinctive features of each of these dimensions. This folder is located within the Head Teacher's room.

## **The role of the Class Teacher**

Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups. Teachers also provide support for those children who have disabilities for example visual prompts and specific learning support materials.

When designing schemes of work and learning with Subject Managers, Class Teachers use this policy to guide them in their choice of cross curriculum topics to study and in how to approach sensitive issues. For example R.E. topics include issues relating to the practices, lifestyles, historical and cultural aspects of specific religions. PE lessons are designed to include all children.

Teachers ensure that there is breadth and balance in all subjects by planning an appropriate range of learning experiences across all ages and abilities.

Whilst planning Teachers ensure that the curriculum incorporates all of the national curriculum requirements but includes flexibility to offer experiences which meet the needs, interests and cultural diversity of the pupils.

Teachers ensure there will be an opportunity for pupils to develop a positive attitude to interests and ways of life that they may not have currently met.

Jotmans Hall Primary School follows the Learning Journeys Cross Curriculum Programme which has a multi-cultural strand running through each of the learning programmes.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the Offensive Comments File, and draw them to the attention of the Head Teacher and Senior Leadership Team. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Through differentiation teachers aim to:

Extend and help children realise their potential when they experience a wide variety of challenges, learning experiences and support matched to individual needs.

Support children in being able to value another's opinions, realising that differing views and opinions are possible.

Improve the quality of life for all individuals

Prevent the waste of resources and individual talents

**The role of the Inclusion Manager see Inclusion Policy**

**The role of the Community Cohesion Manager - see Community Cohesion Policy**

## **Points of contact.**

In order to implement our equal opportunities policy, we rely on the commitment to the policy of all governors, staff and children. To monitor the effectiveness of the policy and to provide assistance when required, the school has nominated the following points of contact:

- 1) Governor - Maria Neary
- 2) Head Teacher - N Kadwill
- 3) Inclusion Manager - P Lovett
- 4) Community Cohesion - G Hart

## **The long term aims of the School's Equal Opportunities Policy**

The School aims to make each pupils a more caring and responsible and contributory member of society.

The School aims to promote understanding and mutual respect for all members of society, regardless of differences.

The School aims to reduce discrimination by operating in a just and fair environment.

The School aims to show children how to break down prejudices and build positive attitudes, in order to live harmony and create a more equal society.

## **Non compliance with the policy.**

Opportunities and appropriate channels for appeal and redress will be provided to any teacher or child who believes that they have been treated unfairly or suffered harassment or bullying. Everyone will be supported if they pursue such channels.

All staff, including temporary staff and contract staff, will be made aware that any breach of this policy will be regarded as a disciplinary offence.

Any breaches of the policy will be dealt with promptly in accordance with the disciplinary procedure for staff and the school's behaviour policy for the children.

## **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;
- require the headteacher to report to governors annually on the effectiveness of this policy;
- 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.
- This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.

**Signed:**

**Date:**