



# **Christ Church CE Primary**

Respect: Endurance: Friendship

## **Equal Opportunities Policy Statement**

### **Introduction**

Christ Church CE Primary School believes that all individuals have fundamental human rights and therefore adopts a rights based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.

We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying the following principles within school:

- a) Respect others and have the right to be respected. This is part of our commitment as an RRS school.
- b) Take part in the full life of the school
- c) Achieve his/her potential
- d) Have the opportunity to exercise choice

### **Respect**

We recognise the need to encourage children to develop:

Respect for self:

- A positive self-image
- A confident sense of their own identity
- A willingness to express their own thoughts, feelings and ideas
- Recognition of their own achievements
- Knowledge of the achievements of their own gender/culture/social group

Respect for others:

- A respect for the equal rights of others
- A sympathetic understanding of others ideas, feelings and points of view
- An appreciation of the achievements of other individuals regardless of social or ethnic group
- A recognition of the damaging effects on rejected individuals and groups of prejudice and discrimination
- An understanding of the dangers of stereotyping individuals and groups

Any behaviour, comments or attitudes that undermine or threaten an individual's self esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

This policy is in keeping with the LA. Equality Act 2010, the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act of 1995.

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## **Aims and Objectives**

Working within a Christian ethos, we aim to provide the best possible education for all our children regardless of age, disability, gender, race, religion or belief. We also aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. For this to happen the school and its curriculum need to be equally accessible to all.

The school endeavours to:

- To promote values and attitudes that relate to equal opportunities
- Provide equal access to the curriculum and to extra-curricular activities for all pupils
- Encourage parents to be active participants in their child's education and in the life of the school
- Ensure a positive climate in the school and community we serve
- Celebrate the cultural diversity of our community and show respect for all minority groups.
- Encourage racial harmony but to be aware and treat incidents of racial harassment seriously. (See schools Racial Equality Policy).
- Promote all of the above, in keeping with our trust deed.
- Carry out our legal duty in complying with the relevant legislation (*including The Sex Discrimination Act, Race Relations Act, Disability Discrimination Act and Employment Act*)
- Reinforce the school's position as a provider of high quality education and as a good employer providing development opportunities;
- Not discriminate in anyway regardless of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

It is recognised that equal opportunities for pupils is inextricably linked with equal opportunities for staff, since staff act as role models for pupils and it is unreasonable to expect staff to promote equal opportunities for pupils if they do not have equal opportunities themselves.

## **Inclusion**

In school we provide a broad and balanced curriculum for all pupils. Through planning of the curriculum we meet the needs of individuals and groups of pupils. Effective learning opportunities are provided for all pupils which can be modified if necessary to provide all pupils with relevant and appropriately challenging work at each key stage.

The following 3 principles ensure an inclusive curriculum:

- a) Setting suitable learning challenges with involvement from staff and pupils
- b) Responding to pupils' diverse learning needs
- c) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Planning takes account of pupils with all abilities, enabling them to participate as fully and effectively as possible.

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## **Racial equality**

In our school we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity, regardless of race, ethnicity or religion;
- promote good relations between people of different racial and ethnic groups;
- seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society.

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 and for Behaviour and Discipline).

We endeavour to make our school and its environment welcoming to all minority groups. 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. For example, a World Religion Day helped to promote respect and awareness of different cultures and religious beliefs, as well as celebrating our school's Christian ethos.

## **Disability non-discrimination**

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children.

The school is committed to providing an environment that allows disabled children and adults full access to the school premises and 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, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

## **Gender equality**

We recognise that nationally, there is an unacceptable discrepancy in the achievement of boys and 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 try and ensure that there is no distinguishable difference between the attainment of boys and girls. These include:

- ensuring that early literacy skills are promoted in all activities in the Early Years Foundation Stage;
- ensuring that the starting points for writing activities capture the interests and imagination of boys and girls alike;
- employing a variety of activities, and include a kinaesthetic element;

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- making sure that our school environment promotes positive male role models, in relation to learning and achievement;
- providing challenge, competition and short-term goals;
- valuing and celebrating academic achievement in ways which will motivate boys.
- ensuring that boys do not dominate certain lessons, for example by answering the teacher's questions more readily;
- beginning lessons by clarifying the learning intentions, and giving the 'big picture';
- minimising male and female stereotyping and learning about positive role models
- using praise and celebration of girls and boys achievements in areas where they may traditionally achieve less well

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 the relative achievement of boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

### **Roles and Responsibilities**

#### **The class teacher**

Class teachers recognise the possibility of 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.

Teachers (and other members of staff) will use the language of rights and responsibilities when tackling any incidents of discrimination within the classroom.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls. All staff ensure that the language they use does not reinforce stereotypes or prejudice.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics may include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book and draw them to the immediate attention of the Head Teacher.

#### **The role of the Head Teacher**

It is the Head Teacher's role to:

- ensure that the school's policy on Equal Opportunities is implemented effectively;
- ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations;

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- ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- promote respect for other people in all aspects of school life; in school assemblies, for example, respect for other people is a regular theme, as it is also in displays around the school;
- manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

### **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 from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from.

The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

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

### **Monitoring and Evaluation**

The school has addressed and will continually monitor factors about its own organisation and practice. In particular:

- a) The role of the Inclusion leader, ensuring implementation and review
- b) The status given to different individuals or groups and their cultures and beliefs within the school; valuing diversity.
- c) Subject co-ordinators to oversee the inclusion of equal opportunities across their subject area and policy schemes of work providing equal curriculum access

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- d) Members of the leadership team to oversee class management, planning, teaching, differentiation and balance between the learning process, the content of lessons and the curriculum and resources used; the methods of assessment
- e) Expecting the same range of behaviour, achievement, moral and social understanding from all.
- f) Encourage everyone to develop positive self image
- g) Encourage everyone to question and develop open minds
- h) Promote pastoral care within the school and links with outside agencies
- i) The relationship between home and school and the role the school plays in the community.
- j) Ensure that complaints or evidence of failure to comply with the school's equal opportunities policy will be dealt with promptly and fully investigated according to the relevant procedure (e.g. complaints relating to staff may be investigated either under the disciplinary, grievance or anti-harassment procedure as appropriate). All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable.

This policy needs to be read in conjunction with the following policies:

- English as an Additional Language (EAL)
- Gifted and Talented Children
- Inclusion
- Racial Equality
- Special Educational Needs (SEN)

Signed (Chair of Governors) \_\_\_\_\_

Signed (Head Teacher) \_\_\_\_\_

<u>Date</u>	<u>Comments</u>	<u>Review Date</u>
February 2015	Reviewed with a section on respect added.	Summer 2016
13/11/15	No amendments made	Autumn 2016
18/11/16	No amendments made	Autumn 2017
06/10/17	No amendments made	Autumn 2018
16/11/18	No amendments made	Autumn 2019