



EQUAL OPPORTUNITIES POLICY

Review Date: October 2018

Introduction

Monkshouse School is committed to equality of opportunity for all people. This policy confirms our belief that by creating a positive inclusive atmosphere based on respect for and celebration of people's differences; and by showing a commitment to challenging and preventing racism and discrimination, we will be able to provide the best possible education for all of our children regardless of gender, colour, race, religion, nationality, home circumstances or ability.

This policy takes account of:

- Equality and Human Rights Commission directives
- The Equality Act 2010
- Human Rights Act 1998
- The Prevent Duty 2015
- The Common Inspection Framework 2015

This policy should be read in conjunction with all other policies particularly:

- Admissions
- Anti-Bullying
- Assessment, Reporting and Recording
- Behaviour Management
- Complaints
- First Aid and Administering Medicines
- Health and Safety including Out of School Activities and Visits
- Marking and feedback
- Risk Assessments
- Safeguarding
- SEND
- Teaching and Learning
- SMSC (Spiritual, Moral, Social and Cultural) Central to all

It is also underpinned by the school's vision, motto and values of caring, confidence, respect, perseverance, responsibility and teamwork.

Aims

- To eliminate discrimination against staff, pupils or parents on the grounds of ethnicity, religion, attainment, age, disability, gender, sexual orientation or sex gender reassignment, pregnancy or maternity, or background.
- To challenge personal prejudice and stereotypical views whenever they occur.
- To promote self-esteem and to foster the social and emotional growth of each child throughout school life.
- To endeavour to ensure that all children have equal access to a broad and balanced programme differentiated where appropriate.

- To ensure that all staff set an example by demonstrating positive, non-discriminatory behaviour in their interactions with each other and with the children.
- To respect the cultural and ethnic diversity of children, parents/carers and staff, welcoming the enrichment of the environment which this brings, and to foster positive attitudes towards our multi-cultural society.
- To recognise and value differing cultures, customs and beliefs within the teaching of PSHE(c), SMSC and religious studies in order to teach tolerance of others ideas and values.
- To promote fairness and justice
- To ensure all recruitment, employment, training and promotion systems are fair to all.
- To ensure every child is given an equal opportunity to experience success appropriate to their ability, through carefully planned and differentiated activities.
- To make 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, whilst maintaining an understanding and appreciation of British values.

Managing Equality in Practice

We will make every effort to ensure that no child, parent or member of staff is disadvantaged as a result of their disability in line with our responsibility under the Equality Act 2010, 'reasonable' adjustments are made to overcome a factor which puts a disabled child, parent or staff member at a disadvantage. Accessibility arrangements are regularly reviewed under the Special Education Needs and Disability Act 2010 SEND Discriminatory language and behaviour and other acts of intolerance are not accepted and are dealt with in accordance with school procedures. (See Behaviour, Anti Bullying and PSHE(c) Policies and SMSC Policy)

The school 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. All staff have equal access to in-service training and posts of responsibility.

The continuing development of our community and the equality of opportunity on which it is based, requires the co-operation and commitment of all concerned and we trust that all parents/carers will wish to give their full support to the school in this vital aspect of its life.

The school will promote positive images and role models to avoid prejudice and raise awareness of related issues.

The school has clear policy and procedures for supporting children who are identified as having specific learning difficulties.

Equality of Opportunity and celebration of Diversity in all its forms will be reflected in all practice:

Language:

The school views linguistic diversity positively. Children and staff must feel that their natural language is valued and creates the conditions for all people to develop their self-esteem. Staff will use the correct terminology when referring to particular groups of people or individuals.

Resources:

The school's aim is to provide a wide range of good quality resources to provide for the needs of all pupils, irrespective of sex, ability, or ethnic origin. Resources are chosen to reflect positive images of males and females in society including those with disabilities. All resources are equally accessible to all members of the school community. Translation services will be offered for those for whom English is not the first language.

Parents/carers

The school is committed to working closely with parents/carers and when appropriate with other agencies. We communicate/signpost policies to parents through the newsletters at meetings and via the website. In addition, copies of our policies are available for all parents/carers on request. We work collaboratively with parents to ensure that the children receive consistent messages about how to behave at home and at school and to promote a community of shared values.

Curriculum

Equality of opportunity permeates the whole curriculum and will be reviewed regularly. It is the policy of this school to provide equal access to all activities. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Children

It is the right of every child irrespective of race, culture, class, gender, special need or ability to achieve their full potential. Each child should have access to an education which will enable him/her to utilise their talents to the full and achieve their potential.

Staff

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children. They will endeavour to establish an atmosphere within school which promotes tolerance and raises self-esteem, so that all children can develop independence, freedom of choice and a knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability and prepares them for life in a society which reflects and values cultural and ethnic variety.

It is the responsibility of the management to ensure that all recruitment, training and promotion systems are fair to all and provide opportunities for all to succeed.

We will be proactive to ensure that we meet our goal of meeting the differing needs of all of our children.

We will encourage our children to show respect for the way other people lead their day to day lives by emphasising that no cultural group has the monopoly on the 'right' way to live.

We will respect and value all cultures, faiths and traditions by:

- Helping children to learn about and respect cultures other than their own.
- Showing that we value all cultures equally.
- Ensuring that children know about their British culture and its traditions and ways of life, including the law, the government and other national institutions and public services

We will demonstrate our recognition of the individuality of people by:

- Avoiding reference to stereotypes because of one characteristic e.g. colour, sexual orientation, gender, disability stereotyping.

- Looking to the needs of the whole child rather than concentrating on one characteristic.

We will promote self-esteem and self-worth by:

- Ensuring that each child in our care is respected equally and feels pride in him/herself.
- Preventing children being subjected to prejudice.
- Respecting the family and background of our children.
- Using appropriate language.

We will ensure equal access to opportunities which will enhance the child's welfare and development by:

- Avoiding assumptions about any child's potential for development.
- Not stereotyping the role people play in adult life.
- Offering all opportunities to all children both inside and outside the classroom.
- Using role models to illustrate positive images of all in adult life

We will oppose prejudice and discrimination by:

- Recognising that all children are damaged by prejudice.
- Avoiding damage to self-esteem by discrimination.
- Avoiding children growing up with a distorted view of life and a false picture of the world because they wrongly believe some people are superior to others.
- Challenging any prejudice and discrimination.

We will demonstrate that we value the differences between individuals and groups in society by:

Encouraging children to appreciate the ways they are different from one another and see differences as good, not something to tease and abuse one another about.

Giving children accurate information about „differences“ to promote understanding and avoid prejudice.

We will ensure that all our monitoring and evaluating procedures are used effectively to identify any child or groups of pupils who are not progressing as they should. Appropriate action must be taken if this is the case.

Responsibilities:

The Governing Body

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 monitors, analyses and evaluates a range of school data; checking that all pupils are making the best possible progress and challenging any underachievement. To that effect they monitor:

- Admissions
- Attainments
- Exclusions
- 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 reasonable steps to ensure that the school environment accommodates people with disabilities.

The Governing Body welcomes 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.

The Headteacher

- The Headteacher will implement the school's policy on equal opportunities
- The Headteacher will ensure that staff are aware of the policy and that teachers apply the guidance fairly in all situations.
- The Headteacher will ensure that all appointments panels give due regard to this policy, so no-one is discriminated against.
- The Headteacher will promote the principle of equal opportunity when developing the curriculum and providing training opportunities.
- The Headteacher will promote respect for other people in all aspects of school life
- The Headteacher will view all incidents of unfair treatment and any racist incidents with due concern.

All staff

- Staff will implement the policy throughout the school – promoting equality, good relations and a non-discriminatory ethos
- Staff will do their best to ensure that all pupils are treated fairly and with respect.
- Staff will identify, challenge and report any discriminatory incidents
- Staff will select resources and themes that promote positive images and challenge stereotypes
- Staff will record any incidents of prejudice or racism in the appropriate fashion and draw them to the attention of the Headteacher.

Breaches of the policy

- Action will be taken if pupils, staff or others do not comply with this policy. This action is guided by two main principles:
- To protect the victim(s)
- To make a strong and immediate response in such a way as to make the school's position clear – such behaviour will not be tolerated.
- In the case of children the action will be in-line with that outlined in the Behaviour Management Policy. In the case of staff action taken will depend on the severity of the offence, but in any instance some form of constructive dialogue will take place.
- Other action may include:
- Disciplinary procedures
- Further training and awareness being provided
- A requirement of a contractor to take further action
- Termination of an agreement with a contractor or volunteer.

Success Criteria

Equal opportunity and the effectiveness of inclusive practices that promote and value diversity and difference will be monitored and evaluated in the following areas to identify any need for greater focus

- Results/Progress
- Playground/classroom interaction
- 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
- Classroom observations of the quality of teaching and learning – every child a learner every lesson
- Participation in extracurricular activities
- Rewards and sanctions are awarded and imposed evenly across all groups
- Attendance
- Reports of any incidents of discrimination
- Monitoring of playtime/ break time behaviour
- Children and staff feel valued and that their views affect our decisions about systems and procedures

Monitoring and review

The Governing Body will monitor the effectiveness of this policy. They will:

- Monitor the progress of all groups within the school
- Monitor the staff appointment process so no-one applying for a post is discriminated against
- Require the Headteacher to report on the effectiveness of this policy
- Take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity
- Monitor the school's behaviour policy and the number 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 considered necessary.

Signed _____ Chair of Governors

Signed _____ Headteacher

Date policy signed _____

Appendix 1

Gender

Do not use gender as a means of organization e.g. lining up, doing jobs, club activities, class seating arrangements.

- Make sure a mix of children are invited to answer questions.
- Try to intervene to counter stereotyped behaviours e.g. boys leading a group/girls scribing.
- Try to ensure unnecessarily stereotyped behaviour is avoided in role-play activities.
- Do not restrict certain sports to specific gender groups.
- Invite workpeople in non-traditional jobs to talk to pupils e.g. female lorry driver/male nurse.

Multi-Cultural

- Make it obvious that the language and cultures of the children and staff are valued.
- Become acquainted with the cultural and religious practices of the pupils and their families to help with their understanding of the children as individuals.
- Invite those with insight into the cultural practices of the ethnic groups that make up our community to share their knowledge.
- Make every effort to spell and pronounce names correctly.
- Ensure strategies and resources are available to allow equal access to the curriculum.

Race

Staff should be prepared to identify racist behaviour and make clear the unacceptable nature of such behaviour. Examples of racist behaviour may include:

- Physical assault against a person or group because of colour and/or ethnicity.
- Derogatory name-calling, insults and racist jokes.
- Racist graffiti
- Verbal abuse and threats
- Incitement of others to behave in a racist way.
- Racist comments in the course of discussion in lessons.
- Ridiculing of an individual for cultural differences, e.g. food, music, dress.
- Refusal to co-operate with other people because of their ethnic origins.

The Curriculum

Specific examples of positive consideration of equal opportunities might include the following:

- Using non-sexist reading books and materials.
- Presenting mathematical problems using non-stereotyped role models e.g. men shopping.
- Making girls and women the central characters in writing adventure stories.
- Focusing on the achievements of women in projects (e.g. women astronauts, sailors, mountaineers, explorers, scientists).
- Including non-traditional roles and types of employment in projects or thematic work.
- Interviewing people in non-traditional roles, or inviting them into school to talk to the children.
- Study areas of the world to create respect, understanding of, and interest in different places and to dispel stereotyped images.
- Study the interdependence between countries.

- Encourage pupils to realise that each society has its own mores (habits, customs, and moral attitudes) which are appropriate to that particular society.
- Help the pupils to appreciate the variation of people from the norm and the causes of such variation, engendering their empathy e.g. physical handicap, blindness.
- Study the achievements of women and men from various cultural and ethnic groups.
- Develop the concept and skills to allow the children to appraise, criticise and distinguish between opinion, fact and emotive language.

Within the 'hidden curriculum'.

- Think about how assemblies are run and whether girls and boys are equally likely to be praised, rewarded or reprimanded.
- Think about how school outings, events and extra-curricular activities are organised and whether they equally interest and involve girls and boys.
- Think about how public information about the school is written and whether it conveys stereotype ideas about the roles for its girl and boy pupils.

Resources

The school's resources should reflect the racial and cultural diversity of the United Kingdom, and give a balanced and fair representation of other people from various groups' e.g. religious, gender, different abilities.

Gender

- Resources should counteract stereotyped images.
- Teachers at all levels need to select books which present a balanced sex-role attitude and consider non-discriminatory material. 3. Non-sexist reading books and materials should be used.
- Wall friezes, displays etc. should avoid stereotypical characters if possible.
- The use of essential tools/equipment e.g. for science or technology should be available for girls and boys.

Multicultural

A variety of resources which are multi-ethnic and multi-racial should be available to supplement classroom materials.

The school environment should be welcoming regardless of race. This can be achieved by having a variety of cultures on display, e.g.

- Artifacts from around the world;
- Pictures of people, places, festivals, etc from various countries;
- Signs and labels in languages other than English;
- Books in languages other than English.
- Different scripts in evidence and various numbers displayed.

Resources should reflect the society we live in e.g. pictures of life should show Asian owned shops, one parent families.

Resources should be provided for raising awareness about prejudice.