



# Equality Policy

<b>Date agreed by Governors</b>	6.2.12	
<b>Review date</b>	February 2013	February 2016
<b>Signed</b>	L Gallagher	
<b>Position</b>	SIC Chair	

(Signed copy held in SLT Office)

## EQUAL OPPORTUNITIES POLICY

### **STATEMENT**

*Equal opportunities* describes a set of educational practices, which ensure that every individual fulfils his or her potential. Such practices will recognise and respond to individual needs and, where necessary, seek to redress disadvantage. *Equal opportunities* does not, therefore, mean treating every pupil in the same way, but does mean acknowledging and responding to individual needs and strengths. This policy applies to **all** pupils including those with learning difficulties, special educational needs and those of very high ability.

**Manor Fields Primary School stands against racism, sexism and all forms of discrimination on grounds of ethnic origin, gender, race, socio-economic background, age or ability. The responsibility for promoting *equal opportunities* lies within everyone involved in the education process and it is necessary to ensure that *equal opportunities* issues are discussed and acted upon by pupils, parents, staff, governors and the wider community.**

**'This policy has been written in accordance with the Race Relations (Amendment) Act 2000 and the Commission for Racial equality (CRE) code of practice'**

PRINCIPLES	ACTIONS
<p><b>THE WHOLE SCHOOL:</b></p> <ul style="list-style-type: none"> <li>• All staff, governors, pupils and parents/guardians will be involved in the implementation of the equal opportunities policy and practice.</li> <li>• All parents/guardians, regardless of race, ethnicity, disability, gender and socio-economic background, are welcome and will be able to participate in the life of the school.</li> <li>• The school will seek to encourage the support and active participation of local communities.</li> <li>• The school recognises its responsibilities under the Race Relations Act, Sex Discrimination Act and Disability Act to eliminate discrimination and to promote good race relations.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils will be introduced to the school's code of behaviour and will be involved in developing the Golden Rules. (<i>see Behaviour Policy</i>)</li> <li>• On admission to school, all parents will receive information detailing the school's behaviour policy and the Golden Rules. (This information will be provided in other languages when appropriate).</li> <li>• Consultation will take place to try to ensure that meeting times are convenient for all and take into account particular needs and provision.</li> <li>• Where applicable, the school will address physical access, e.g. the provision of signing, ramps etc.</li> <li>• The school will provide interpreter support, where appropriate and should the need arise, at medicals, open evenings and consultation meetings.</li> <li>• Parents and members of the local community are frequently involved in the curriculum of the school, for example by providing classroom support, helping with projects, giving talks and exploring jobs and community roles. The school will seek to involve the whole community in such activities.</li> </ul> <ul style="list-style-type: none"> <li>• The school will include in its annual report to parents, information concerning the</li> </ul>

	<p>arrangements made for the admission of disabled pupils; the steps taken to ensure that disabled pupils are not treated less favourably than other pupils; the facilities provided to assist access to the school by disabled pupils. (See <i>SEN Policy</i>).</p>
<p><b>PASTORAL:</b></p> <ul style="list-style-type: none"> <li>• The school will foster a positive atmosphere of mutual respect and trust among pupils in which all their families feel affirmed, and feel safe and unthreatened.</li> <li>• The pastoral system will provide opportunities for pupils to take a holistic view of their own learning, progress, behaviour and development, and to develop self-esteem, confidence and motivation in all aspects of their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and other adults at the school will demonstrate mutual respect in their interaction and relationships with each other.</li> <li>• Staff, pupils and parents will be given the opportunity to identify and challenge any behaviour, which infringes their rights. This is trust and support. They will be supported in doing so by senior management where appropriate.</li> <li>• The school has a policy and procedures for dealing with racial harassment. All staff, pupils and parents are aware of the school's behaviour code and Golden Rules.</li> <li>• The pastoral curriculum will include to be carried out with mutual coverage of interpersonal behaviour within the within and beyond school including aspects of bullying and harassment, and this is linked with strategies for response and advocacy (<i>see Behaviour and PSHE Policies</i>).</li> <li>• Staff training will ensure that play and leisure activities encourage and promote positive and co-operative behaviour amongst pupils.</li> <li>• Pupils' perceptions of the curriculum, of the general school organisation and of other relevant issues will be valued, represented through the School's Council.</li> <li>• All pupils will have opportunities to undertake some formal responsibilities, such as welcoming visitors to school and performing other appropriate organisational tasks eg concerts, visits, Yr 6 reading with Reception, school council and playground tasks.</li> <li>• Teaching staff will seek to recognise and respond to individual needs and where appropriate take action to eliminate barriers of disadvantage. Senior management, and where appropriate, external support (eg Social Services and other community support) will be provided to ensure that real rather than perceived needs are being addressed.</li> <li>• The school will be sensitive to and accommodate cultural and religious requirements eg dress, diet and calendar events when appropriate.</li> </ul>

<p><b>CURRICULUM:</b></p> <ul style="list-style-type: none"> <li>• Equal opportunities themes, dimensions and skills will be addressed through the whole curriculum (see individual subject policies).</li> <li>• Teaching and learning strategies will facilitate and value diversity and will acknowledge and respond to the different learning styles and learning needs of different groups and individuals.</li> <li>• Learning materials and display resources will be non- stereotypical.</li> <li>• The school's policy on assessment will take account of issues of equality of opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be encouraged to explore: <ul style="list-style-type: none"> <li>- aspects of their own and others' personal and cultural identity (eg allegiances, religious beliefs, experiences and feelings)</li> <li>- issues in social and political life (eg rights and obligations, power differences, conflicts of interest, injustice and fairness)</li> <li>- values and concerns which humans have in common (eg trade, shelter, relationships with the environment, stages of life, decision making...)</li> </ul> </li> <li>• Pupils will be given a knowledge of the diverse and pluralistic society in which they live.</li> <li>• Pupils will be given the opportunity to identify and discuss bias and selectivity in language, narrative, behaviour and images wherever it exists.</li> <li>• A variety of forms of expression will be employed in language, dialect, oral traditions and music, particularly drawing on those significant to the pupils themselves and their families.</li> <li>• Role play will be used to explore issues of personal and cultural identity and social and political issues.</li> <li>• Co-operation, collaboration, listening and mutual respect are encouraged in group work and discussions, particularly those on controversial issues.</li> <li>• Achievement and progress will be monitored and positive action taken to address disadvantage.</li> <li>• Visitors to the school who work with the children will represent, as far as possible, a range of genders, cultural and ethnic backgrounds and aspects of 'disability'.</li> <li>• School assemblies will address the experiences of all pupils and the wider community.</li> <li>• Staff will take account of all the oral and written skills of their pupils when planning and organising classroom activities.</li> <li>• When appropriate, language support teachers will be involved in working alongside pupils.</li> <li>• Assessment tasks and tests will not be gender based or culturally exclusive in their assumptions and reference points. If necessary, they may involve bilingual staff and the use of visual illustrations and practical activities as well as language.</li> </ul>
<p><b>PERSONNEL:</b></p> <ul style="list-style-type: none"> <li>• The school will seek to implement equality of opportunity in the recruitment, support and development of all staff</li> </ul>	<ul style="list-style-type: none"> <li>• A demonstrated commitment to equal opportunities will be criteria for the selection of all new staff.</li> <li>• The Governing Body will seek to ensure that its personnel policy is fair and equal and does not</li> </ul>

<p>and governors. Where appropriate, it will use positive action to achieve this aim.</p>	<p>discriminate on grounds of race, sex, disability, social behaviour, age or sexual orientation. (See <i>School Personnel Policy and HCC Policy and Guidelines</i>).</p>
<p><b>REVIEW:</b></p> <ul style="list-style-type: none"> <li>• The Governing Body has agreed procedures to review and evaluate this policy</li> </ul>	<ul style="list-style-type: none"> <li>• This policy will be reviewed on a regular basis in order to set priorities for further development.</li> <li>• Where monitoring identifies a matter for concern, the school will take action to address the matter after seeing appropriate consultation and advice.</li> <li>• The outcomes of any monitoring and action will be recorded and reported to the staff, governing body and parents.</li> </ul>