

St James CE Primary School

Equal Opportunities Policy



Definition

Equal Opportunities is about ensuring that every person is regarded as being of equal worth and importance, irrespective of culture, age, race, religion, gender, gender reassignment, sexual orientation, learning ability, sensory or physical impairment, social class, disability, or marital status. Positive and proactive steps and measures should be taken to identify and address any barriers and potential inequality before they can affect the life chances of children and adults linked to the school.

Aims

- To provide an entitlement to equal access and participation in all aspects of school life for every child.
- To create an atmosphere of mutual respect and trust between all members of the school community.
- To recognise and value the diversity of cultures, languages, religious opinions and beliefs in society.
- To discuss and address all forms of stereotyping, prejudice and discrimination.
- To raise the self-esteem and expectations of all children.
- Embed the concept of equal opportunities in all school policies and procedures.

At St James, equality of opportunity is further informed by our core Christian values of *Respect, Trust and Perseverance*.

Guidelines

Curriculum

By taking account of cultural and social background, physical and mental abilities and interests, we ensure that all children experience every area of the curriculum and that appropriate provision is made.

All children are entitled to a broad and balanced curriculum. Programmes of work will meet the need of each child and will reflect the cultural diversity within our society. These factors are considered when purchasing resources, inviting speakers, displaying children's work, etc.

Members of the school community who have Special Educational Needs will be offered opportunities and experiences which will enhance their self esteem and raise their expectations.

Any stereotyping linked to gender, age, race or disability should be challenged by staff and children both within the curriculum and through everyday attitudes displayed in school.

Subject co-ordinators should consider equal opportunities in their policies and schemes of work and make adjustments where issues are identified.

Staff should plan all lessons to allow access for all children regardless of race, gender, age or disability.

Individual lessons should be differentiated to allow all abilities of children the appropriate access to the curriculum.

A variety of guests should be encouraged into the school to promote positive images in terms of gender, race, age and disability.

Behaviour

Every child has the right to be treated with respect, without harassment, whether physical, verbal, nonverbal or in written form. If they occur, these incidents are taken seriously and addressed immediately. For further information, see the Vale Academy Trust Behaviour Policy and the St James CE Primary School Behaviour Procedure.

Classroom Organisation and Management

We balance the time and attention we give to all the children so that their needs are met. We remember to make time for the undemanding child.

We constantly review the criteria used to group children (gender, cultural, social, ability) in an effort to provide equal access and to promote confidence.

Parents and the Community

We actively encourage all parents, regardless of gender and background, to become involved in school activities, with the Friends of St James (our parent teacher association) and to stand for election to the Governing Body.

Every effort will be made to provide to all groups of parents an equal access to all school information.

Staffing

We ensure that the school's recruitment, selection and promotion procedures are based on good Equal Opportunities practice, in accordance with the County's Equal Opportunities in Employment Policy.

Racial Equality

We actively promote race equality by educating the whole school in the implications of racist behaviour and developing a consistent approach in challenging racist behaviour.

We foster an ethos where everyone will feel confident to challenge discriminatory language including that used by staff, children and carers/parents.

We ensure that all children have access to a broad and balanced curriculum which reflects a multi-cultural and diverse society.

All racial incidents are recorded and reported to the LA for statistical purposes each year.

Recruitment to the school staff and governing body should ensure that people of all ethnic groups are encouraged to apply and that the profile reflects the school community.

Physical Disability and Learning Needs

Promote positive attitudes and role models.

Make reasonable adjustments to school to support the Equal Opportunities of disabled pupils and improve their experiences.

Treat disabled pupils at least as favourably as others and encourage participation in school activities.

Ensure that the school is accessible for all children and adult visitors with physical disabilities.

Ensure that all children with learning needs are supported through the SEN programme and that all children are provided with opportunities to make maximum progress and achieve success.

Encourage all staff to register any disability and ensure that recruitment information encourages adults with disabilities to apply for jobs that are advertised.

Follow our Accessibility Plan.

Gender Equality

Stereotyping – care must be taken to ensure that women are portrayed positively with regard to future jobs and careers and that girls are not restricted in the roles that they take on in school.

Staff recruitment and the staff profile should reflect a positive gender balance both in terms of numbers of staff and the management structure.

Attainment – an analysis of attainment by gender will be completed annually, results fed back to staff and governors and any issues addressed.

Health, sport and obesity – all children, regardless of gender will be encouraged to eat healthily, keep themselves safe and take part in a range of sporting activities and clubs. An annual analysis of participation in sports and clubs will inform any action that needs to be taken.

Sexual and Sexist Bullying and Violence – All bullying and violence will be discouraged by the school behaviour policy.

Monitoring and Review

An analysis of information and data linked to gender, race, age and disability for children and staff should be completed on an annual basis to identify trends, patterns or issues and used to plan for the provision of equal opportunities.

This should include an analysis of:

- Pupil achievement
- Incidents of bullying
- Racial incidents
- Parental complaints
- Lunchtime incidents
- Accident reports
- Policies and procedures
- The curriculum – including policies and schemes of work
- Lesson observations
- Admissions
- Participation in clubs and school teams
- Involvement in other school activities – e.g. concerts, assemblies and other performances

Awaiting approval by the governing body at the next full governors meeting- January 2017.