



Equal Opportunity Policy

Reviewed
Autumn 2020

Marshgate Primary School Equal Opportunities Policy

Introduction

This Policy covers all areas of school life and was drawn together by all school staff and agreed by governors. All the principles within it apply to both adults and pupils. It encompasses race equality, cultural diversity, gender, disability and age.

We are a caring school that aims to make everyone within it happy, secure and valued. We view all children as individuals, acknowledging their life experiences, family culture, physical ability, gender, race, religion, interests and abilities. We help them to achieve their very best academically and socially whilst they are with us. We encourage the children to become independent learners for whom education is a positive experience that remains with them for life. We aim to communicate well with each other and the wider community and believe that a school is successful when there is a shared understanding of aims.

Aims

- To collectively provide within the school an appropriate and professional service to all members of the school community regardless of their colour, culture, ethnic origin, gender or ability.
- To challenge discrimination where it manifests itself through unwitting prejudice, ignorance, thoughtlessness and stereotyping.
- To ensure equality of opportunity with reference to the National Curriculum and the whole curriculum as an entitlement for each child.
- To promote good relations and mutual respect between all members of the school community.
- To foster mutual respect through knowledge and understanding of world cultures within the school community.
- To ensure that all staff, pupils, parents, relevant external agencies and visitors to the building are aware of the content of this policy.

Gender

This policy aims to promote equality of all those of any sexual orientation through challenging stereotypes, providing positive images and equal access to a range of experiences within school. All staff are encouraged to treat seriously any sexist incidents should they occur.

Disability

This policy recognises that pupils with disabilities must be monitored closely to ensure they reach their full potential. This policy aims to ensure that any pupil with a disability complete access to the curriculum and all aspects of school life wherever physically possible. The school environment is well adapted for adults and children with physical disability. The school building has been designed to allow full access and ease of movement for all.

Race

This policy considers the issue raised by a multi-cultural community and nation in which we all live and aims to eradicate any possibility of racism and institutional racism, which we define as:

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"The collective failure of an organisation to provide an appropriate and professional service to people because of their colour culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority people". (Commission for Race Equality 2002)

School Organisation

Admissions

The school's admissions procedure is administered fairly.

Our school follows the LA's guidelines on admissions, which is focused on distance from the school. The intake each year is monitored and recorded and is overseen by the Management Team.

Opportunities for new parents or potential parents to look around are given frequently with the Head Teacher to ensure that everyone receives the same welcome and information.

Once children settle, teachers check with the children and parents that they are pronouncing names correctly and pupils are encouraged and praised for politely correcting mispronunciations.

Staff members are always looking for ways to improve the service we provide to parents and children within our school.

Community involvement in the school

The school encourages parental involvement across a wide range of curricular and extra curricular areas. We aim to encourage parents and members of the community to offer their skills wherever possible. We aim to involve members of the community from all cultures represented in the school.

As a staff we aim to look for new ways to embrace the range of cultures that make up our school community.

A variety of religious education and cultural visits take place during the school curriculum which represent a wide range of cultures and beliefs.

School staff and governors

The school will aspire to be representative of the ethnic/cultural intake of the school.

Professional development opportunities are offered to all staff fairly.

We follow the Borough Guidelines on recruitment and retention.

A list of the Governors and staff showing their ethnicity and gender is collected by the Head teacher each year. Any comments from this monitoring may influence advertising for vacant posts.

All staff have access to AfC CPD online which allows them to see courses on offer across the borough. Each member of staff is given instructions on how to apply for courses each year. A file is kept by the CPD Co-ordinator, which allows monitoring of uptake of courses and the impact it has on the school. The performance management process also allows monitoring of courses the person attends.

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Marshgate Primary follows the guidelines of the borough on all the following issues: -

Staff recruitment and accountability
Performance management procedures
Disciplinary and grievance procedures
Racist and Sexist attitudes and behaviour – staff code
INSET/ Training/ Induction
Information/ Communication

The Playground

Pupils have equal access to all the facilities of the playground as to their needs.

Strong links are made between PSHE (Personal, Social, Health and Economic education) in the classroom and the playground. A school council helps to find out the pupils' views about what they want in the playground.

The use of playground equipment and space is monitored periodically to ensure that no group is being disadvantaged.

The provision of extensive playground equipment facilitates good relationships between all pupils.

Staff are provided with training to allow them to promote positive behaviour, quality time and how to deal with bullying, racism and sexism, in partnership with the rest of the staff.

Pupils have access to teachers when required during playtime, and facilities such as first aid and counselling are also readily available.

School assemblies

Monday – Head teacher's message. This could be a PSHE theme, a religious festival or a target for the whole school to work on.

Tuesday – Key stage assemblies are held, they are either linked to Monday's theme, or a relevant topic.

Wednesday - Singing practice. Songs and music from a range of cultures are sung, listened to and talked about.

Thursday – Key stage assemblies.

Friday – Appreciation assembly – this is carefully monitored to ensure that all pupils are appreciated each term. It involves all staff and all children.
A range of issues are brought in such as good work, particular steps in development, good character traits, kind acts, achievements outside school etc.

Within school productions, monitoring takes place to ensure that different pupils have opportunities to take lead parts in their assembly and plays. Children are given choice and staff aim to incorporate this. No pupil is excluded.

Signs and displays

We endeavour to see that important signs around the school are shown in relevant community languages.

When appropriate, displays are used to provide positive images of different cultures and to challenge stereotypes.

With the large number of languages spoken it is difficult to translate everything, but where important translations are needed link families are brought in to help.

Book corners in classrooms represent all members of our community.

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Culture

Community languages are positively recognised and celebrated within the school e.g. they may be used within an assembly, in display work, children praised for their use.

Pupil's religions are recorded and any adaptations to the school day needed for religious observance are made.

Religious events are marked by an assembly.

Religious or cultural clothing or ornaments are allowed when appropriate in addition to school uniform e.g. Sikh bangle

EAL support is provided to those children who are assessed at Stage 1 and 2 of language development. All staff are trained and encompass the needs of bilingual learners in their planning and delivery of the curriculum.

Pupils from traveller families are admitted in line with the school's admissions policy and are given appropriate support.

Pupils from refugee or asylum seeking families are admitted in line with the school's admissions policy and are given any relevant support.

Families on income support are assisted by school wherever we can, for example financial help for trips, uniform, theatre groups etc. Parents are encouraged to see us in confidence if they need help.

The school is happy to help families with applications for free bus passes, letters to embassies, letters to housing department etc.

Curriculum Planning teaching and assessment

Curriculum

The curriculum of the school ensures that the contributions of world cultures are included and acknowledged in:

- ❖ **the planning and teaching of the full range of National Curriculum subjects**
- ❖ **Resources and school displays**
- ❖ **Extra curricular activities**
- ❖ **Visitors and Visits**

The full curriculum promotes cultural diversity and facilitates the learning of cultural traditions.

Whilst delivering the English National Curriculum we encourage children to value their mother tongue. Bilingualism is seen as an asset and pupils are encouraged to celebrate their use and knowledge of different languages. We organise storytelling sessions within school and parents are always welcome to tell stories. Support is provided for first stage learners.

Opportunities within PSHE are taken to reinforce positive self image and to challenge stereotypes.

Groupings

Teaching takes place in many different groupings i.e. mixed and single sex groupings. Our pupils are encouraged to work with a variety of children within the class not only with their favourite friends for social and educational reasons.

Target setting and analysis of children's achievements

Target setting is done annually by the Governors, Head and Middle

Management Team. The findings are shared with staff, governors, LA advisors and LA research and statistics department. Analysis of findings will affect future practice, if necessary. Individuals and Ethnic groups are carefully monitored for any patterns arising in academic achievement.

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Differentiation

Each pupil is given access to the best possible level of achievement appropriate to their age and ability through a range of pre-determined strategies for differentiation. Support is provided where necessary (e.g. SEN staff, small group work).

Resources

We are committed to the use of resources that are inclusive of a variety of cultures to support learning and achievement.

When resources are ordered staff check they provide positive images of people from different cultures and abilities.

Behaviour

We are committed to promoting high levels of acceptable group and individual behaviour with reference to school expectations and the behaviour policy.

As adults we are aware of positive relationships between staff acting as a role model for the children's relationships.

Children are taught that there are times when they must tell – any harassment in school must be reported. Peer group support is encouraged. Children are taught that they are at fault for passively watching certain incidents and not involving a member of staff.

Please see our policy on Behaviour for more information.

Bullying

We challenge and address any form of bullying including physical and psychological bullying by any group or individual.

This is made clear to all children and parents. We are committed to vigilance and action against bullying wherever it arises including classrooms, corridors, staff room, the playground and anywhere in the vicinity of the school.

Discipline

We ensure that all members of the school community are informed of school expectations and procedures for maintaining a high standard of discipline including:

- Teaching and support staff
- Parents, guardians, representatives
- Pupils

Exclusions

We are committed to minimising all school exclusions by implementing agreed strategies and procedures for ensuring that each pupil is given the opportunity to achieve and succeed. We work to the principles of social inclusion.

Exclusions if any will be monitored to ensure that certain racial groups are not unfairly represented.

Unauthorised absence

We investigate underlying reasons for unauthorised absence alongside Government and LA initiatives to improve school attendance.

We employ a range of agreed strategies for minimising this.

For example, absence is monitored and parents are asked to phone school or send in a letter to explain absences. Any unexplained absences are then followed up with the parents to check that they are aware. A long absence with no contact from parents leads to a phone call from the school to check that parents are aware of their child's absence. When considering requests for term time absence from families who have

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relatives living in other countries, the school uses common sense and some discretion when deciding whether absence is authorised or not.

Multi - agency approach

Whenever possible, when dealing with learning, social, emotional or behaviour issues we involve other agencies and seek to work in a multi agency approach (For example Behaviour support, Speech and Language, Education Psychologists and GPs). If pupils have a particular physical need/requirement we seek support from the Sensory Impaired support unit.

Racist and sexist behaviour

Racist and sexist behaviour is dealt with immediately by all staff and reported to the Headteacher.

Racist incidents are recorded and reported in line with borough policy (see appendix A for Racist Incident Form). Other poor behaviour is kept on record by the Headteacher and parents are informed by letter and/or invited in when we feel it necessary.

General

Relationship to other policies

Other school policies should be read in accordance with this policy as this policy underpins all areas of school life. Equal Opportunities will be referred to in all documentation.

Roles and responsibilities

All staff are responsible for ensuring that the practice outlined in this policy is carried out as outlined in their job descriptions. However, the SLT and the Head teacher monitor practice and take action if problems are noticed. The policy will be monitored on a regular basis and according to the SIP.

Training

Staff and governors will be trained in their new responsibilities by sharing their own expertise and calling in LA advisory team or outside providers.

Communication with parents and pupils.

All parents have access to school policies via the school website. Parents are informed about school events and their children's curriculum through half termly summaries and regular newsletters.

Monitoring the effects of the policy

The school will collect information on: -

Admissions

Pupil's performance and progress by racial group

Exclusion, behaviour, discipline, attendance

Racism and racial harassment

Curriculum, teaching and learning

Behaviour management

Membership of the governing body, Parental involvement, staff

Working with the community

Resources used within the school

Professional development uptake

and then analyse it and use it to examine trends, taking appropriate action when necessary.