

Westfield Primary School

Equal Opportunities Policy

(See also Racial Equality; Special Educational Needs)

Introduction

We are committed to giving all members of the school community the opportunity to achieve the highest of standards and to make a positive contribution to school life. We do this by taking account of their varied experiences and needs. For our pupils, we offer a broad and balanced curriculum and our main focus is on their achievements, attitudes and well-being. This policy is intended to help to ensure that this school promotes the individuality of all, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy accords with legislation:

Equality Act 2010

Aims and objectives

We do not discriminate against any member of the school community on the grounds of ethnicity, religion, attainment, age, disability, gender or background.

We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

We challenge personal prejudice and stereotypical views whenever they occur.

We value each person's worth, we celebrate the individuality and diversity of the community centred on our school, and we show respect for all minority groups.

We are aware that prejudice and stereotyping can be caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

Racial equality

At Westfield Primary School we will:

- strive to eliminate all forms of racism and racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. 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 Behaviour).

We endeavour to make our school 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.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on India, the children learn the importance of the festival of Diwali.

Disability non-discrimination

Some children in our school have additional needs. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

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

Gender equality

We recognise that nationally, the achievement of boys is falling behind that of 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 raise the achievement of all, but some measures have been shown to be of particular value to boys' attainment. These include:

- structuring intervention work to focus on boys' interests including rugby and motor racing
- beginning a lesson by stating the learning outcomes, and giving the 'big picture'
- employing a variety of activities, and including a kinaesthetic element
- delivering work in bite-sized chunks, with 'brain breaks' and new starts
- providing challenge, competition and short-term goals
- giving regular positive feedback and rewards
- setting writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available

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 strongly linked to performance. We also seek to ensure that policies designed to improve boys' attainment do not do so at the expense of achievement by the girls.

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. They check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, the following areas are monitored:

- admissions
- attainment
- exclusions
- rewards and sanctions
- 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 all reasonable steps to ensure that the school environment properly accommodates people with disabilities.
- makes reference in the school prospectus to arrangements for disabled pupils.
- welcomes all applications to join the school, whatever background or disability a child may have.
- ensures that no child is discriminated against whilst in school on account of their sex, 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.

The role of the headteacher

It is the headteacher's role to

- implement the school's policy on equal opportunities, and s/he is supported by the governing body in so doing.
- make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 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, and in providing opportunities for training.
- promote respect for self and other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.
- view all incidents of unfair treatment, and any racist incidents, with due concern.

The role of the class teacher

Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. No child will be knowingly discriminated against.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

This policy is adhered to when designing schemes of work, both in our choice of topics to study, and in how sensitive issues are approached. So, for example, in geography, teachers attempt to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

Staff members appropriately challenge incidents of prejudice or racism. Incidents are drawn to the attention of the headteacher and recorded in the Serious Incidents Log or the Racial Equality Log.

Monitoring and review

It is the responsibility of the governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against

- require the headteacher to report to governors annually on the effectiveness of this policy at the Welfare Committee in the Summer Term
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity
- monitor the school's behaviour policy, and the numbers 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 it is considered necessary.

SIGNED (CHAIR OF GOVERNORS)

REVIEW DATE: March 2017