



GOODYERS END PRIMARY SCHOOL

EQUAL OPPORTUNITIES POLICY

This document is to enable the Governing Body of the school to ensure the effective management of the Curriculum, and that the school complies with legal requirements of the Education Reform Act (1988), other Education Acts, the National Curriculum and Curriculum 2000 and other legal requirements.

Adopted by the Governing Body:

Signed: Chair of Governors

..... Headteacher

Date: Summer 2014

Date of next review: Spring 2017

The review of this policy will be as and when required in response to national requirements and in light of continuous school-based monitoring and evaluation data.

Based on good policy practice identified in other schools via the Internet

Adopted by Governing Body	Summer 2011
Review date	Spring 2017

EQUAL OPPORTUNITIES POLICY

Goodyers End Primary School welcomes its duties under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and those who do not share it

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Therefore Goodyers End Primary School will promote the rights of all individuals to respect and equality through its ethos, processes and curriculum. We will, on every occasion, oppose all forms of prejudice and support positive attitudes towards a multi-cultural society.

1.0 AIMS

1.1 We recognise that a protected characteristic under the 2010 Act covers the groups listed below:

- Age (for employees not in service provision)
- Disability
- Ethnicity
- Gender
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual identity
- Marriage and Civil Partnership (for employees).

1.2 We:

- Believe that all learners are of equal value
- Recognise, welcome and respect diversity
- Foster positive attitudes and relationships and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely about our practice and when making significant change
- Strive to ensure that society will benefit from our work.

1.3 Therefore Goodyers End Primary School will:

- through its ethos, processes and curriculum, attempt to ensure that all students and employees overcome challenges, thrive and succeed
- implement national agreements and guidance on equal opportunities, race relations, sex discrimination, equal pay, disability discrimination and child protection
- will publish this statement, equality information and equality objectives as required by the 2010 Act on the school website
- ensure that all members of the school community are aware of this policy
- eliminate discrimination and to promote equality of opportunity and good relations between all groups within school

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- identify, record and respond to any incident of harassment or discrimination based on race, gender, religion, age, ability or disability.

2.0 CURRICULUM

2.1 We believe that all students have the potential to achieve highly and learn effectively. This confidence in the learning capacity of all students will be reflected in curriculum design and delivery.

2.2 The curriculum will be both broad and balanced. A range of core learning will be experienced by all students.

2.3 The curriculum will, through its range of experiences, promote respect and understanding of diverse and different cultures and religions.

2.4 The Goodyers End Primary School curriculum is inclusive. The school will provide support, within the resources that it possesses, to:

- ensure access and achievement in core and personalised learning for students who have Special Educational Needs or find difficulty with certain aspects of their learning programmes
- provide language development opportunities for those students who have English as an Additional Language. These students will access the full school curriculum on a staged basis commensurate with their capacity to learn effectively in English
- ensure that gifted and talented students are challenged in lessons, experience curriculum enrichment and, like all our students, have their particular attainment monitored on a regular basis
- support the progress of vulnerable students with cognisance of the particular needs of students who are; looked after, asylum seekers, young carers, from a background of social deprivation

2.5 The curriculum will provide examples which challenge stereotyped expectations and classroom materials and assessments will avoid stereotyping.

3.0 CONDUCT OF STAFF AND STUDENTS

3.1 Written and spoken language will be used in ways which do not assume stereotypes or cause offence.

3.2 Tasks will be allocated to all in ways which do not assume stereotypes.

3.3 Self-confidence and self-worth will be encouraged in all.

3.4 Appropriate arrangements will be made for minority ethnic pupils and staff to observe major religious festivals.

3.5 Any occurrences of a discriminatory nature, including graffiti will be reported to senior staff and removed immediately.

3.6 Procedures for dealing with incidents of discrimination and harassment will be in accordance with the school's Behaviour Management Policy, Anti Bullying Policy and Race Equality Policy

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3.7 Staff will challenge all incidents involving the use of inappropriate language, the telling of inappropriate jokes, or the wearing of unsuitable badges and insignia. All such instances will be reported to a senior member of staff.

3.8 All staff will have equal access to professional development opportunities in line with this policy and the school's Continuing Professional Development Policy

3.9 The site and facilities will be monitored by governors and senior staff in order to ensure that all students can access appropriate resources and suitable teaching areas in line with the school's Accessibility Plan.

3.10 Parents will be made aware of this policy in order to secure their support and compliance and to ensure that the principles of this policy are reiterated, as far as possible, throughout the wider school community.

4.0 ETHOS

4.1 We will strive for the school to:

- Protect and safeguard children
- Be welcoming, secure and comfortable for all members and visitors
- Challenge the notion of fixed abilities and promote the development of the untapped potential of all
- Celebrate the achievement of all students
- Understand the significance of progress from starting points as key performance Indicators
- Display the work of students of varying aptitudes and backgrounds
- Promote the equal opportunities policy in assemblies, meetings and displays
- Create a sense of belonging and involvement for all students, parents, adult workers and community partners
- Deploy resources to secure equality of opportunity.

5.0 STAFFING

5.1 The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties.

5.2 Steps are taken to encourage people from under-represented groups to apply for positions at all levels in the school.

5.3 Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are made familiar with it as part of their induction programme.

5.4 The skills of all staff, including non-teaching and part-time staff, are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

5.5 Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy as outlined in the school's CPD Policy

5.6 Staff and volunteers provide a wide range of role models and reflect the diversity of the local and wider community.

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6.0 PARTNERSHIP WITH PARENTS

6.1 Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

6.2 All parents are encouraged to participate at all levels in the full life of the school.

6.3 Information and meetings for parents are made accessible for all.

6.4 The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

7.0 STRUCTURAL AND ADMINISTRATIVE

7.1 School policy and administrative arrangements will consider the aims of the Equal Opportunities Policy.

7.2 Rewards and sanctions, including exclusion, will be applied consistently to all pupils and will not reinforce stereotyped norms

7.3 Formal publicised procedures will be used for dealing with sexist and racist behaviour.

7.4 Staff will be encouraged to develop their professional skills and their careers, and to share good practice across the school.

8.0 GOVERNORS

The governing body:

- Has overall responsibility for implementation of all policies through the offices of the Headteacher and staff
- Will involve and engage the whole school community in identifying and understanding equality barriers and setting objectives to address these
- Supports and monitors the school's contribution to the development of community cohesion
- Should monitor the diversity of its own composition and consider action to ensure it reflects the diversity of the local community
- Should ensure its involvement in school self-evaluation, the school development plan and vision for the future
- Will ensure its sub committees incorporate equal opportunities priorities into their work
- Should ensure regular liaison between themselves and all groups in the school who are addressing or should address equal opportunities concerns
- Holds responsibility for the school's compliance with the Equality Act 2010 (as it did for the, replaced, Race Relations Act, Sex Discrimination Act and Disability Discrimination Act) and should ensure, through monitoring, that this is the case.

9.0 MONITORING

9.1 Specified indicators will be regularly monitored and the school will identify and endeavour to address any causes for unequal performance. (See Appendix I for list of performance indicators.)

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10.0 LINKS TO OTHER DOCUMENTS

10.1 This policy should be read in conjunction with the school's:

- Behaviour Management Policy
- Continuing Professional Development Policy.
- Special Educational Needs Policy
- Race Equality Policy.
- Inclusion Policy
- Teaching and Learning Policy
- Recruitment and Selection Policy
- Admissions Policy

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Performance Indicators for monitoring equal opportunities:

1. Key Stage 1 and 2 test results and progress indicators
2. Teacher assessment results
3. Value Added data
4. Staff Responsibilities
5. Exclusions
6. Themes/Topics included in Assemblies
7. Recruitment data
8. Course attendance, training opportunities

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