



Moorlands Primary School



“Anything is Possible!”

Equal Opportunities Policy

Introduction

Our school's aims statement values the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This Equal Opportunities Policy extends to adults: staff, parents and carers.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with ‘protected characteristics’, in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

Aims and objectives

- We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, attainment or background.
- We aim to 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. “Anything is Possible!” These words reflect our ambition, drive and belief that EVERYONE at Moorlands Primary School can fulfil their true potential in all aspects of their learning! Equal Opportunity Policy at Moorlands Primary School “Anything is Possible!” provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.
 - We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
 - We aim to challenge personal prejudice and stereotypical views whenever they occur.
 - We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.
- We are aware that prejudice and stereotyping are often 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 Moorlands Primary School we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity, regardless of race, ethnicity or religion;
- promote good relations between people of different racial and ethnic groups;
- seek to educate pupils in a manner which promotes community cohesion in a multicultural society.

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 for Behaviour and Discipline).

We endeavour to make our school and its environment 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 religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

Disability non-discrimination

Some children at Moorlands Primary School may have disabilities.

- We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with nondisabled children.
- The school is committed to providing an environment that allows disabled children and adults full access to the school premises and 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, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

Gender equality

We recognise that nationally, there is an unacceptable discrepancy in the achievement of boys and 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 the boys, in literacy in particular.

These may include:

- ensuring that early literacy skills are promoted in all activities in the Early Years Foundation Stage;
- ensuring that the starting points for writing activities capture the interests and imagination of boys and girls alike;
- removing gender bias from our resources and ensuring, for example, that fiction books capture boys' interest;
- employing a variety of activities, and include a kinaesthetic element;
- making sure that our school environment promotes positive male role models, in relation to learning and achievement;
- minimising male stereotyping;
- providing challenge, competition and short-term goals;
- valuing and celebrating academic achievement in ways which will motivate boys. If our analysis of pupils' attainment data indicates areas where girls achieve less well than boys, for example in mathematics or science, we will take measures to address this discrepancy. These may include:
 - ensuring that boys do not dominate certain lessons, for example by answering the teacher's questions more readily;
 - ensuring that mathematical and scientific subject matter is relevant to real life situations and problems;
 - beginning lessons by clarifying the learning intentions, and giving the 'big picture';
 - minimising female stereotyping and learning about female role models, for example, in the realms of science, technology and sport;
 - using praise and celebration of girls' achievements in those areas where they may traditionally achieve less well than boys.

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 all strongly linked to the relative achievement of boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

Sexual Orientation:

- As a school, we make no assumptions about the sexuality of any of our members.
- In our curriculum, sexuality is taught within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that a small but significant number of our pupils will

develop a homosexual or bisexual orientation. Pupils' questions are answered, as they arise, as honestly, factually and non-judgementally as possible.

- Derogatory name-calling (of any sort) is unacceptable.

The role of the class teacher:

- Class teachers recognise the possibility of their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls. All staff ensure that the language they use does not reinforce stereotypes or prejudice.
- We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, History topics include examples of the significant contributions women have made in this country's history. In Geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.
- All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents on our electronic Safeguarding system and draw them to the immediate attention of the head teacher.

The role of the Head Teacher

It is the head teacher's role to:

- ensure that the school's policy on Equal Opportunities is implemented effectively;
- ensure 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 for pupils, and in providing opportunities for professional development for staff; • promote respect for other people in all aspects of school life; in school assemblies, for example, respect for other people is a regular theme, as it is also in displays around the school;
- manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

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. We check that all pupils are making the best possible progress and that no group of pupils is underachieving.

To do this we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governing body ensures that no child is discriminated against whilst in our school on account of their gender, 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.

Monitoring and review

It is the responsibility of our 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 Head Teacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, 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 three years or sooner if it is considered necessary.

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, and staff training?
- Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
 - Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
 - Does the curriculum include opportunities to understand the issues related to race, disability and gender?
 - Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
 - Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
 - Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
 - Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
 - Are procedures for the election of parent governors open to candidates and voters who are disabled?