

MANEY HILL PRIMARY SCHOOL



EQUAL OPPORTUNITIES POLICY

Reviewed by Staff:	October 2015
Governor Ratification Date:	November 2015
Next Review Date:	October 2018

Equal Opportunities Policy

Introduction

The Maney Hill Primary School Equal Opportunities Policy is underpinned by the following principles:

- Equal opportunities is an important aspect of raising aspirations, self-esteem and educational standards
- Everyone has the right to receive information, views and guidance in order to effectively make important decisions for themselves
- Racism, sexism and other discriminatory practices are demeaning for all and must be challenged
- The richness of cultural diversity must be recognised and celebrated
- Provision must be made for particular needs of all with regards to ethnic, cultural, historical, linguistic and religious backgrounds
- Everyone is entitled to access a range of high quality educational opportunities and career choices
- Everyone must have experience of appropriate role models of different groups to encourage them to have high expectations of themselves and each other
- Positive attitudes towards Equal Opportunities for all must be developed
- Inclusive education will benefit everyone by increasing understanding and appreciation of other peoples' lives
- We will take every step to ensure that all pupils, staff, parents and others involved with the school are treated equally irrespective of gender, race, disability, poverty/wealth, ethnicity, nationality, religion or special educational needs
- The school will monitor and review activity in relation to the above ensuring equality of opportunity

This policy accords with legislation:

- Race Relations (Amendment) Act 2000;
- Disability Discrimination (Amendment) Acts 2002 and 2005;
- Sex Discrimination Act 1975;
- The Equality Act 2006.

Racial Equality

This Equal Opportunities Policy commits the school to racial equality and to combat racial discrimination and racial harassment. All forms of discrimination by any person within our school will not be tolerated.

Records will be kept of any such incidents, whether they take place in the playground, corridors or teaching areas. Action will be taken in accordance with Birmingham Local Authority guidance.

The school will promote cultural diversity through:

- recognising religious festivals
- recognising the language and dialect spoken by pupils/their families and making appropriate support or provision where required eg interpreters
- working with other schools to encourage pupils from the school to understand and recognise other cultures
- using visiting guests to promote other cultures

Statement of Inclusion

The school adopts Birmingham's inclusion policy and believes that every child should have a right and an equal opportunity to:

- attend a local mainstream school with appropriate resources and support if it is a parent's wish
- have access to a broad and balanced curriculum that enables children and young people to be included in a lifelong learning process
- be included as a valued, respected and equal member of the learning community along with all other children of the same age

To do this we will continue to improve existing skills and expertise to meet individual educational needs. The Accessibility Plan will be regularly reviewed to ensure that the needs of all pupils are met so that all children are welcome into our school community and have the opportunity to succeed.

Gender equality

The Equality Act 2006 amends the Sex Discrimination Act to place a statutory duty upon schools when carrying out their functions, to have due regard to the need:

- to eliminate unlawful discrimination and harassment
- to promote equality of opportunity between men and women

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

Admission to the Schools

The school follows the Local Authority and governing body Admissions Policy which do not permit sex, race, colour or disability to be used as criteria for admission.

The Curriculum

All pupils must have equal access to the curriculum. Staff must constantly be aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive.

Roles and Responsibilities

This Equal Opportunities Policy links to our Special Educational Needs Policy and Accessibility Plan. Promoting equal opportunities and raising the achievement of all pupils is the responsibility of the whole school staff and this policy will be included in induction arrangements for all new staff.

The Head Teacher will take overall responsibility for implementing this policy with the support of the governing body. They will ensure that all appointments panels give due regard to this policy, and promote the principle of equal opportunities when developing the curriculum and providing training opportunities. All staff and governors will be required to be aware of the key elements and incorporate this into their own practice. All staff and governors are aware of their responsibility to promote disability equality and have access to the school's Accessibility Plan.

Pupils will be made aware of how the Equal Opportunities Policy applies to them. They will learn to treat each other with respect and have the confidence to report incidents of harassment to adults.

Parents and carers will share in the development of the equal opportunities policy and be encouraged to participate fully in implementing it with the school particularly by reinforcing its ethos at home.

Monitoring and Review

The school will monitor the impact of this policy on pupils, parents and staff. In particular, the school will monitor the impact of our policies on the attainment levels of our pupils to ensure that boys and girls and pupils from different ethnic groups are achieving in line with expectations.

To monitor our pupils' attainment we will collect information about pupils performance and progress, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupils' attainment such as:

- Curriculum, teaching and learning (including language and cultural needs) and provision for pupils with special educational needs and gifted and talented pupils
- Punishment and reward
- Exclusion

Monitoring information will help us to see what progress we are making towards meeting our equal opportunity objectives and aims. In particular it will help us to:

- highlight any difference between pupils
- ask why these differences exist and test explanations given
- review the effectiveness of current targets and objectives
- decide what further action will be necessary to meet particular needs and to improve the performance of pupils (which might include positive action)
- rethink and set targets in relevant strategic plans
- links will be made with Performance Management objectives which will include qualitative information as well as quantitative data
- take action to make improvements

This policy statement sets out the Governing Body's commitment to equal opportunities. The Governing Body will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.