



Altrincham CE Primary School

Equal Opportunities Policy

Working as an efficient and effective team within a Christian, caring environment, we aim to achieve a standard of excellence appropriate to each individual, safeguarding, inspiring, educating and developing each child for their future life

Aims

1. To enable every child to develop emotionally, spiritually, physically and academically.
2. To develop Christian values and beliefs whilst appreciating the richness and diversity of a multicultural society.
3. To provide a welcoming, happy, purposeful, caring and secure environment, with a mutual feeling of trust
4. To develop learning as a partnership between parents school, Church and the wider community.
5. To enable everyone to move on with confidence, positive memories and lasting benefits of their time with us.

RATIONALE

At Altrincham CE Primary School, through high quality teaching and learning, we will support pupils in developing the skills, knowledge, understanding that will enable them to fulfil their intellectual and personal potential and thereby help prepare them to make a mature and critical contribution to society as an adult.

We agree that the classroom environment should be challenging but not threatening because we know that learning is enhanced by challenge.

We recognise that much learning occurs during the interaction of pupils with one another and with the adults who work with them.

We acknowledge that we need to be reflective in our practice because not all teaching leads to learning.

Children will be inspired and motivated by staff who will continue to develop professionally themselves within a community of learners.

PRINCIPLES OF INCLUSION

At Altrincham CE Primary School, we believe an inclusive school is one in which the teaching and learning, achievements, attitudes and wellbeing of every pupil matters.

This will show not only in the pupils' performance but also in the school ethos and our willingness to take account of pupils' varied life experiences and needs.

At Altrincham CE Primary School, we will embrace the principles of inclusion:

- Celebrate diversity in all its forms including: educational, religious and spiritual beliefs, sexual orientation, gender and gender identity, race and ethnicity, disability and ability.
- Meet the needs of pupils for whom English is not their home language.
- Seek ways to support disadvantaged children and their families.
- Best meet the needs of pupils with SEN.

This will be evidenced by:

- Parents of EAL children having equal access to information about the school and their children.
- Children with SEN learning within the classroom unless specific needs require withdrawal.
- Disadvantaged children and their families feeling supported and valued.
- Opportunities being taken to allow children to share their culture, religious and spiritual beliefs.
- Adults and children showing respect for one another in the way they speak and act at all times.

We will continually monitor and evaluate children's social, intellectual, spiritual, moral and cultural development and take action if individuals or groups of children cause concern.

Background

This policy is written in light of the 2010 Equality Act.

Aims and Values

Altrincham CE Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

We aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- Provide a secure environment in which all our children can flourish and achieve;
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- Plan systematically to improve our understanding and promotion of diversity;
- Actively challenge discrimination and disadvantage;
- Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation, and impact assessment of any relevant improvement plans, policies and procedures;
- Publish and share our policies and impact assessments with the whole community;
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;

- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- Have high expectations of behaviour which demonstrates respect to others.

; Responsibilities

Governing Body:

- Ensure that the school complies with equality legislation;
- Meet requirements to publish equality schemes;
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- Scrutinise the recording and reporting procedures annually;
- Follow the Diocesan guidance on admissions policy, which is fair and equitable in its treatment of all groups;
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- Provide information in appropriate, accessible formats;
- Be involved in dealing with serious breaches of the policy;
- Be pro-active in recruiting high-quality applicants from under-represented groups.

Head teacher/Leadership:

- Implement the policy and its strategies and procedures;
- Ensure that all staff receive appropriate and relevant continuous professional development;
- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying in line with LA guidance;
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- Evaluate and Report on progress and attainment annually;
- Scrutinise attainment and progress of groups including gender, special needs, disability ,free school meals;
- Seek views of stakeholders biannually through questionnaires;
- Monitor attendance and take appropriate action where necessary;
- Report on racism, bullying , exclusions;

Staff:

- Be vigilant in all areas of the school for any type of harassment and bullying;
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

- All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status. The performance of all children will be monitored through the analysis of school, local and national data, staff Records of Concern, reporting of racism, teacher's attainment, SATs data, QCA assessment.

- In addition to monitoring, to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (Eg. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.)
- The data collected is used to inform further school planning, target-setting and decision-making.
- Racist / bullying incidents will be recorded and reported in line with the LA procedures.
- This policy will be monitored for its impact on all stakeholders.
- Equality impact assessments will be made when policies are reviewed, actions taken e.g. recruitment to ensure no persons are unfairly disadvantaged.

• **Ongoing Strategies**

- Clear statements on the unacceptability of: name calling, bullying, harassment, abuse.
- Activities of a non-stereotypical nature (home corner/role play, apparatus).
- Time and space for talk (Circle Time, PHSE).
- Opportunities for individuals to discuss about how they are feeling.
- Encourage the sharing of experiences (cultural and others).
- Review/update resources so that the message given should represent the children.
- Role play experiences to include addressing age, disability, race and gender.
- Provide a differentiated curriculum – by developing classroom approaches which allow individual differences but which do not make distinctions which have negative effects on children learning and developing.
- Provide an equal entitlement curriculum which aims to offer the same coherent and balanced curriculum and learning experiences to all learners.
- Awareness of peer pressure.
- A positive position taken by all school personnel on bilingualism and culture by the use of more community languages or display in school, visitors to school.
- Staff on playground duty to look for vulnerable groups or individuals, assertive pupils, physical contact,
- Children will be encouraged to think about the exclusion of others and the effect it has.
- Introduction of appropriate role models in school.
- Use positive praise system for behaviour management.
- Involvement of children in decision making.
- Monitoring groups within the classroom.
- Use assembly times to reinforce equal opportunity issues.
- Use of books, stories to reinforce positive attitudes.
- Resources reflect a variety of viewpoints and a diverse society.
- Clear definitive and understanding of the term 'bullying'.
- School Chaplains and council reflecting pupil voice.
- Parental and pupil questionnaires.
- Induction arrangement for new pupils and new staff.
- A clear programme to support children with English as an Additional Language.
- Positive role models
- Pastoral support for all pupils.
- All new staff inducted.
- Involvement with the Parish and Community.