



The John Moore Primary School

Equalities for All Policy

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Owner	Governor Curriculum Committee

EQUAL OPPORTUNITIES POLICY

This policy outlines the commitment of staff and Governors at our school to ensure that equality of opportunity is available to all members of the school. These include:

Staff	Parents	Children
Governors	Support staff	Visitors
Students	Contractors	Inspectors

The implementation of this policy is the responsibility of all individuals in the school community.

1. THE MEANING OF EQUAL OPPORTUNITY

Equal Opportunity means that all members of the school community must be aware that every individual has a right of equal value and be given equal opportunities regardless of:

ETHNICITY	GENDER
SOCIAL CIRCUMSTANCE	ABILITY
HEALTH & DISABILITY	SEXUALITY
BELIEF	AGE
NATIONALITY	MARITAL STATUS

An overall definition for our school means that:

EQUAL OPPORTUNITY IS THE RIGHT OF EVERYONE TO AN EQUAL CHANCE TO FULFIL HIS OR HER POTENTIAL. EACH INDIVIDUAL IS RESPECTED FOR WHO THEY ARE.

2. HOW WE WILL PUT THIS POLICY INTO PRACTICE?

Our aims are designed to ensure that The John Moore Primary School meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we value cultural diversity, meet the diverse needs of pupils to ensure inclusion and ensure that all pupils are prepared for full participation in a multi-cultural society.

We aim to:

- Develop in staff and pupils positive attitudes towards the rich diversity of our society,
- Ensure all members of the school community are given equal opportunities in every area,
- Encourage members of the school community to recognise and challenge inequality,
- Promote respectful relationships between all members of the school community.

3. EVALUATION AND REVIEW

This policy will be reviewed by:

- Logging all incidents which are believed to be contrary to this policy.
- Giving due attention to this document in all other policies.
- Evaluating test results.
- Being aware of this policy when planning the curriculum each term.

4. RACE RELATIONS AND ITS PLACE WITHIN EQUAL OPPORTUNITIES

The John Moore Primary School provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens.

The National Curriculum encourages schools to:

“Prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds.”

The John Moore Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

We recognise:

- the inclusive nature of the National Curriculum and the opportunities Citizenship presents for encouraging ‘respect for diversity’
- the importance of celebrating festivals from diverse faiths.
- that minority ethnic groups include Gypsy Travellers, Refugees and Asylum-seekers and less visible minority groups e.g. Irish.
- the important contribution immigrants and their descendants have made to Britain.
- the importance of Global Citizenship.
- the importance of strong home/school and wider community links.

- our duty under the Race Relations (Amendment Act 2000) to promote race equality actively.
- the recommendations of the inquiry into the death of Stephen Lawrence: “*That Local Education Authorities and school governors have the duty to create and implement strategies in school to prevent and address racism*” Recommendation 68).

The definition of institutional racism is “the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people.”

A racist incident is “any incident which is perceived to be racist by the victim or any other person”

The John Moore Primary School will not tolerate racial harassment of any kind. We are committed to combating racial discrimination.

Actions to ensure Race Equality:

1. This Equal Opportunities Policy will be reviewed annually by the governing body.
2. The school will take steps to monitor and further develop good practice.
3. Race equality awareness will be part of the induction and staff development programme for all teaching and ancillary staff, student teachers and governors.
4. We shall adhere to Gloucestershire’s guidance on ‘Racial Harassment in Schools – Guidelines’.
5. All class teachers will be made of the aware of the steps needed in the care and support of pupils who have experienced racial abuse.
6. The school will endeavour to ensure that the governing body and staff team reflects the local community it serves.

Racial equality is included as an explicit aim in all of the school’s policies.

5. GENDER EQUALITY

All children are considered equal in terms of gender. Each child will be given opportunity to learn/appreciate and understand the difference in society, to make considered judgements that are based on values and achievements regardless of gender. The school will produce a gender equality scheme to identify objectives and plan, deliver and evaluate steps to ensure that it meets the *Gender Equality Duty (April 2007)* to:

- *Eliminate unlawful discrimination and harassment.*
- *Promote equality of opportunity between men and women*

Sexist language and behaviour, and other acts of intolerance are not accepted.

Actions to ensure Gender Equality:

In the Classroom we will

1. seek to organise the children to work together in mixed groups so they are less likely to develop antagonistic attitudes
2. ensure that areas in the classroom do not become a predominantly male or female domain, e.g. home corner, construction area
3. enable children to work in single sex groups if need be, to develop enjoyment and confidence in particular subjects.

In the School we will

1. celebrate the success of individuals
2. avoid unnecessary separation of sexes, unless a specific educational purpose is being met
3. ensure staff positions are not limited to one sex
4. ensure all staff, teaching and non-teaching, are informed of the policy
5. provide opportunity for girls and boys to see women and men in a wide variety of roles including work, domestic and recreational
6. ensure that the discipline policy will be the same for both girls and boys
7. make sure extracurricular activities will be available to all children and timetabled to avoid stereotyped classes.

6. DISABILITY EQUALITY

All children are given the opportunity to recognise and respect individual differences and abilities. We are all unique and therefore have the right to be treated as individuals.

Actions to ensure Disability Equality:

Throughout our school community we will endeavour to:

1. raise awareness of the varying needs of others
2. highlight and celebrate the differences between each other

3. raise awareness of the need for appropriate facilities to be available for people with disabilities, e.g. wheel chair ramps.

This will be achieved through:

1. appropriate discussions
2. topic links, e.g. work on the body
3. visiting speakers
4. appropriate resources, e.g. positive images in books/stories/displays
5. Disability Equality Scheme

7. MULTICULTURAL EDUCATION AND ENGLISH AS AN ADDITIONAL LANGUAGE

Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured not only by direct language support from a specialist teacher, but also by a whole school approach.

This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, and whole school celebrations that embrace a wide range of world cultural events.

Children must have full and equal access to the National Curriculum, whatever their religion, ethnicity, first language, special educational needs, or gender.

The school recognises the following factors as being central to progress for English as an Additional Language (EAL) pupils:

- Recognition of the importance of home language.
- Treating racism and bullying seriously (see anti bullying policies).
- Strong home/school and wider community links.
- Learning environment that is sympathetic to a variety of cultures.
- Resources, which include bilingual materials.
- Curriculum, which portrays positive images and role models.

Actions to ensure Equality:

In the classroom:

1. The language and learning needs of pupils are clearly identified and provided for.
2. The language and learning demands of the curriculum are analysed and support provided.
3. Visual support is provided for key concepts.
4. Planning includes opportunities for first language activities in the classroom.
5. The support requirements of pupils are identified.

In the school:

1. Teachers should have high expectations of all pupils regardless of ethnicity, gender, or social background.
2. Activities are matched to pupils' needs and abilities and have a clear sense of progression.
3. There is evidence of development in oracy and literacy through:
 - a. the awareness and utilisation of the children's first language expertise.
 - b. provision of scaffolding/writing frames.
 - c. using story props.
4. Practice and development in all 4 language skills will be encouraged through:
 - a. collaborative activities that involve talk.
 - b. opportunities for feedback to others.
 - c. models produced by peers to show what can be achieved.
5. Classroom organisation and groupings will encourage and support active participation by:
 - a. grouping and regrouping pupils for connected activities in order to develop language skills.
 - b. 'supportive experts' in each group ie. good readers and writers.
 - c. using a range of grouping strategies (mixed/like ability, language, interest, random, gender, age)
6. Displays in the classroom and around the school will reflect linguistic and cultural diversity.
7. Assessment methods allow pupils to show what they can do in all curriculum areas.
8. Dual language textbooks should be available and in use where appropriate.
9. Access to meaning should be provided by presenting and introducing lessons or topics with visual support:
 - videos
 - maps
 - posters
 - pictures
 - objects
 - use of Information Communication Technology

With parents:

As with all children it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communication is the key. For parents of EAL learners this is taken into consideration by:

1. Providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
2. Monitoring letters, newsletters, sent home to check that language used is clear and straightforward.
3. Reading through letters (where appropriate) with children before they are taken home.

4. Provision of translations of school documents in community languages, where appropriate.
5. Encouraging parental attendance at parents evenings and participation in other school functions e.g. school assemblies, PTA activities, fêtes, sports days.
6. Informal contact with parents in school playground to reinforce communication.
7. Inviting parents into school to help with class activities e.g. reading, cooking, class outings.
8. Encouraging parental involvement with shared reading scheme and homework, which may be specifically language based.
9. Encouraging parental involvement on Governing body.

Assessment and Target Setting:

Monitoring EAL learners' progress and development is shared between mainstream teachers and the EAL support teacher.

Individual pupil profiles will be kept updated with relevant information and regular assessment tasks will indicate children's progress. This assessment should also inform curriculum planning.

Pupils should be encouraged to take responsibility for their own learning by setting their own targets for achievement or assessing their own progress.

The school also carries out a structured programme of ethnic monitoring to observe the performance of different groups in relation to academic achievement and uses the results to assess whether its provision is ensuring equal educational achievement by all groups.

Please see the Appendix on the Procedure for a new EAL Pupil

14. RESPONSIBILITIES AND MONITORING

Responsibilities

The governing body and Head will ensure that the school complies with all relevant equalities legislation.

The governing body and Head will ensure that the policy and related procedures and strategies are implemented.

The Head will ensure that all staff are aware of their responsibilities under the policy and be responsible for co-ordinating work in equal opportunities.

Monitoring and Review

The governing body complies with its general duties under the Race Relations Act 1976 (as amended) and the Disability Discrimination Act, specific duties in subordinate legislation made under each Act, and the requirements of the statutory codes of practice made under each Act including having in place a single equality policy that incorporates Race and Disability.

Through the relevant committees, arrangements are made to monitor the implementation of the Policy and assess its impact on staff, learners and parents/carers.

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH OTHER SCHOOL POLICYS

CHILD PROTECTION

GIFTED AND TALENTED

ANTI-BULLYING POLICY

SEN POLICY

ACCESSIBILITY PLAN

DISABILITY EQUALITY SCHEME

GLOUCESTERSHIRE'S GUIDANCE ON THE REPORTING OF RACIAL INCIDENTS.