



Longwood Primary School

Equal Opportunities Policy

General Policy Statement

Aims

- To promote an ethos in which all members of the school community feel valued and secure and are enabled to fulfil their potential.
- To provide an education that prepares children for life in a pluralist society.
- To ensure that diversity of personal background and experience is acknowledged, reflected and celebrated in the life and work of the school.
- To identify and eliminate any form of bias or prejudice, conscious or unintentional, which disadvantages or discriminates against any member of the school community on the basis of gender, ethnic origin, culture, religion, language, sexual orientation, age, ability, disability, social background or other personal circumstances. This definition should be regarded as implicit in all subsequent statements in this policy.

Policy, Leadership and Management

All school policies reflect a commitment to equal opportunities.

The school leadership sets an equal opportunities ethos which reflects the school's commitment to all its children and staff.

Teaching and learning are monitored to ensure high expectations and levels of achievement from all children.

The school aims to consult all staff on the development and implementation of appropriate policies. It is the professional responsibility of all staff to implement school policies, once adopted.

Resources are appropriately targeted and monitored in accordance with the schools development plan.

Attitudes and environment

The school endeavours to create an atmosphere and environment in which children, parents and visitors of all cultures and social backgrounds are welcome.

The school recognizes the richness that a fully, socially inclusive school community can provide and strongly encourages positive attitudes to diversity.

The school rejects, and is committed to challenging, all forms of harassment and prejudice. Detailed procedures are set out in the school Anti-Racism and Anti-Bullying policies which form an integral part of this Equal Opportunities Policy.

Displays should reflect a range of achievement, background and experience.

Curriculum

Curriculum planning should reflect the diverse needs of all children in order to incorporate the principle of equality engage with children's experience and promote positive attitudes to diversity.

All departments should monitor and evaluate their effectiveness in providing an appropriate, diverse and differentiated curriculum for all children.

The curriculum should encourage children to explore bias and to challenge prejudice and stereotyping.



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All subject areas should contribute to the spiritual, moral, social and cultural development of children.

The enrichment of the curriculum through extra-curricular activities should reflect the diversity of the school community. Each child should be encouraged to participate.

Teaching

Teaching methodology should be sensitive and responsive to differences in children's learning styles, ability levels and backgrounds in order to engage the interest and involvement of all children.

The teacher should establish an inclusive classroom ethos in which all children feel that their contributions are valued. Where groups or individuals become marginalized, positive action should be taken to include them.

Appropriate opportunities should be given for children to recognise the value of their own ideas, views and experiences in the process of learning. This may include opportunities for collaborative learning, discussion, questioning, active learning, decision making, choice, problem solving and independent learning.

Teaching resources should be planned to recognise cultural diversity and to relate to the experience and background of all children.

Assessment

Assessment methodology should be objective, fair and free of bias.

Assessment outcomes are used to inform and monitor individual children's progress and analysed to identify patterns of achievement or underachievement related to specific groupings such as gender, ethnicity and teaching groups.

Pupils – personal development, attainment and progress

All children have access to the support and guidance offered by all staff. Department Managers can offer support and guidance for specific groups of children and contribute to the monitoring of pupil welfare and progress.

The school maintains close links with external agencies such as Education Welfare, and Social Services in order to enhance support and guidance for children as necessary and appropriate.

All children participate in a programme of Personal, Social and Health Education which includes sex and relationships education, equal opportunities, citizenship.

Children are encouraged to become independent and to take increasing responsibility for their own progress and conduct in the school.

Parents, governors and the community

A strong dialogue with parents, guardians and carers is fostered through reports and parents' evenings which provide information of children's progress. Regular newsletters, the Home School Agreement, the Home Link Diary and events such as Open Evenings, Drug Awareness Evenings, concerts, shows and sports provide numerous opportunities for parents to be informed about, and participate in, the life and work of the school.

Consultation with parents is a high priority whenever concerns of difficulties arise regarding issues such as the progress, attendance or conduct of individual children.



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Wherever possible, positive action is taken to ensure that the composition of the governing body reflects the diversity of the community which the school serves.

The school actively seeks and maintains links with all sections of the community which it serves.

Admission

School admission procedures are based upon open and objective criteria drawn up by the Local Education Authority.

Attendance

The school has high expectations of all children with regard to attendance and punctuality, as set out in the Home School Agreement.

Systems are in place to record, authorize and monitor child absence and lateness.

Discipline and exclusion

The school's Behaviour Policy is designed to support children in understanding and maintaining the high standards of conduct expected in the school.

School policy on rewards and disciplinary sanctions is published in the Behaviour Policy.

Extensive support is offered to children whose misconduct places them at risk of exclusion. This includes full consultation with parents, meetings with governors and explanations of relevant procedures.

The monitoring of discipline and exclusions is an important element in the evaluation of Equal Opportunities policy (see Staff section)

Abuse

The staff recognise that abuse can occur in all cultures, ethnic groups and levels of the social strata.

The school has a Child Protection policy that provides procedures for dealing with cases of suspected abuse. The policy is reviewed annually.

Staff – recruitment, training and professional development

Recruitment and selection procedures are consistent with the statutory regulations and LA guidelines and based upon open and objective criteria.

The school's recruitment and selection procedures reflect our commitment to equal opportunities and are consistently applied. The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.

The induction of new staff addresses issues of equality and all staff are made aware of the school's Equal Opportunities Policy.

All staff, including support and part-time staff are recognized as contributing to whole-school development. The skills of all staff are valued and staff are encouraged to share their knowledge.

All members of staff have access to INSET, which will enable professional development. Decisions about access to professional development opportunities will take account of priorities identified in the school development plan.

All staff participates in the Performance Management system operating in the school.



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Monitoring, Evaluation and Review

The successful implementation of the policy will be evaluated by analysis and consideration of the following evidence, outcomes and indicators:

- The school's policy documents
- Effective implementation of the Anti-Racism, Anti-Bullying and Social Inclusion strategies.
- Schemes of work and lesson plans.
- Participation in extra-curricular activities.
- Displays
- Pupil progress and achievement.
- Attendance at parents' evenings.
- Representation on the school's governing body.
- Community links.
- Use of detentions.
- Balance in staffing, promotions and posts of responsibility

Should evaluation detect any patterns of disadvantage, marginalisation or underachievement linked to gender, ethnic origin, culture or other personal circumstances within the scope of Equal Opportunities, positive actions will be taken to address the issues.

This policy should be read in conjunction with:

- Equal Opportunities Act
- Human Rights Act
- Disability Discrimination Policy
- Disability Equality/Accessibility Policy
- Gender
- SEN Policy



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