

**Wormingford St Andrew's C of E Primary School
Equal Opportunities Policy**

We believe that in an ideal society
equal respect would be accorded to everyone;
people of all races, nationalities,
culture and religions;
people of all classes, all ages,
of differing physical and intellectual abilities,
both sexes and of differing sexual orientation.

We recognise that our school
is part of a society in which
prejudice and discrimination exist
and damage us all.

We are committed to changing this
in order to create an environment
in which all members of the school community
are equally valued and have equal opportunity
to achieve their full potential.

In our school,
we aim to appreciate the diversity of society,
so we can create richer educational experiences,
both academically and socially, for all.

Wormingford St Andrew's C of E Primary School Vision Statement.

**Our Vision for Wormingford St Andrew's C of E Primary School
To create a caring community in which all individuals feel valued, nurtured and
respected,
and where true potential is recognised and developed.**

" In Essex every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to fulfil his or her potential to the highest possible standard: so that all, for the benefit of all, are able to shape their destinies and create a better world."

Every Learner- A Framework for the Curriculum in Essex.

At Wormingford St Andrew's C of E Primary School everyone has the right to equal chances. Each individual is valued and respected for who they are, so that their expectations are raised, enabling them to have a wider choice in life and the opportunity to fulfil their potential.

This philosophy is fundamental to all our curriculum policies.

At Wormingford St Andrew's C of E Primary School we believe in respect for all human beings, which implies equal opportunities for all members of its community. Part of a positive response towards our present multicultural society must be an understanding that this is unique opportunity to share in and understand the ways of others and their various responses to life and to accept their contribution to our ever evolving heritage.

Discrimination on the basis of colour, culture, origin, sex, age or ability is unacceptable in our school.

Every pupil and teacher will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.

The primary objective of this school will be to educate, develop and prepare all our pupils for life in the United Kingdom. It will also seek to raise the awareness of pupils parents of our diverse culture and the need for equal opportunities in all aspects of school life.

An equal opportunities philosophy will be practised by all staff to ensure the promotion of the understanding of the principles and practices of equality and justice. The development of the school in its undertakings to prepare pupils for their place in our complex society will be subject to monitoring and review.

AIMS

We aim:-

- to provide a secure and caring environment where all children are able to flourish and develop their full potential
- to develop levels of attainment, maturity and independence that will enable all children to pursue their future learning with success and enthusiasm.

- to help children develop lively and enquiring minds, enabling them to follow their education in depth and explain similarities and difference for themselves.
- to foster an ability to think and act independently and as part of a group.
- to create a culture in the classroom which allows the children to express what they honestly feel.
- to develop self esteem and to ensure that all children have the opportunity to succeed
- to develop respect for and appreciation of others as individuals
- to help children to understand the world in which they live and to respect and appreciate all living things.
- to give children the opportunity to explore the diversity of our society and appreciate the differences between people in a positive way.
- to prepare children for life with skills transferable to the challenging structures ahead.
- to provide the opportunity for parents to work in partnership with the school.

MANAGEMENT OF THE POLICY

Admission of pupils

The school follows the Governors/LA admissions policy which does not permit gender, race, colour or disability to be used as a criteria for admission. Schools may admit pupils up to their standard number. This number may be exceeded if there is demand for places and consultation with Governors and the LA allows for resourcing implications to be met.

Exclusions of pupils must be on educational grounds, and not those of race, class, gender or ability. Differentially abled pupils may need physical changes to the school environment and their parents must be made aware of any difficulties at the initial visit to the school.

Registration.

All pupils names must be correctly recorded and pronounced.

All pupils should be encouraged to accept and respect names from other cultures.

Discrimination

Pupils of both gender must be afforded equal access to all benefits, facilities and services provided at the school.

Where cases of discrimination are found it must be made clear to those concerned that this behaviour is unacceptable. Persistent incidents of offenders will result in parental involvement. Records will be kept. Any racist symbols, badges or insignia on clothes will

be forbidden in school. Parents will be made aware of the schools commitment to equal opportunity for all.

All children have the right of equal access to the National Curriculum regardless of gender. They also have the right of equal access to all benefits, facilities and services provided in school. Initially children are mainly influenced by home factors but as they develop, influences arise from peer groups, school and media. In school every effort will be made to present a non-discriminatory environment to protect the pupils intellectual and social development. This will be achieved through school organisation, dress, resources, teacher care for each pupil and adult role models within the school environment.

Special Needs

Those children for whom the starting point is "unequal" should be provided with additional resources to enable them equal access to the benefits, facilities and services provided at the school.

STAFF

The school values diversity amongst the staff. For recruitment there will be no evidence in the advertisement of the vacancy of any intention of discrimination on the grounds of gender, race or being differently abled so that applications are received from both sexes. It is unlawful to discriminate against a married woman who has taken time out from her career (for family reasons) on age grounds.

All applications will be processed in the same way.

Records of interviews should be kept for six months

Questions should relate to the job and not the personal life style of the candidate.

In all appointments the best candidate will be appointed based on strict professional criteria.

All staff should receive regular training on cultural matters and should be aware of possible cultural assumptions and bias within their own attitudes. School/home liaison is an essential part of the school equal opportunities endeavours.

An appraisal system for all staff, supporting them in their work and career expectations will operate on a two year cycle.

In matters of redundancy or dismissal a standard of conduct will be observed which prevents members of either sex being intimidated, harassed or otherwise treated to unfavourable treatment because of their gender.

LANGUAGE

This school views linguistic diversity positively. Staff are aware of the language and dialect spoken by themselves, the pupils and their families and visitors to the school.

Home language should be encouraged in school, but not to the exclusion of others.

Staff should be aware of any racist or sexist connotation in the language they themselves use. They should set a role model in terms of acceptable spoken language e.g. non-swearing.

RESOURCES

The school aims to provide for all pupils according to their needs irrespective of their gender, ability or ethnic origins.

Resources used will reflect multicultural diversity and be non-sexist. They will reflect positive images of all groups.

Children will be offered a variety of information about cultural groups to assist their own evaluation processes to prepare them for adult life.

CURRICULUM

The school curriculum promotes spiritual, moral, cultural, economic, mental and physical development of pupils preparing them for the opportunities, responsibilities and experiences of adult life. All children will have equal access to the broad educational experiences offered by the school which aims to be balanced, sensitive and objective. All children will be assessed by educational criteria and progress monitored accordingly. Resources used in the school will be monitored and be selected in accordance with the aims of the policy. Only in Religious Education, and the Daily Act of Worship will parents be able to exercise their right to withdraw children, otherwise all pupils will participate in the Daily Act of Worship and religious studies.

Differentially abled pupils may need some adjustment in the delivery of the curriculum to keep it appropriate for their individual requirements. Extra resources may be needed to support these children. Governors need to be aware they do not discriminate against differently abled pupils when allocating finances to meet the schools needs.

HARASSMENT

This may occur between pupils and staff, staff and parents, staff and staff.

- Racial Harassment may occur through oral, physical and written threats. It requires quick action as the matter is serious. Impact of this type of harassment is often understated. Records need to be kept of the incidents, support and care provided for the victims. Counselling and awareness raising is required for perpetrators with disciplinary procedures used where necessary.
- Sexual Harassment is generally the unwanted conduct of a sexual nature or the conduct (verbal humour, jokes, innuendo etc) affecting the dignity of men and women at work. The resulting humiliation may make the worker feel undervalued and insecure and will interfere with their job performance. Any reported sexual harassment will be taken seriously. The victim needs care and support. The perpetrator requires counselling, training and, in extreme cases, disciplinary procedures. Records must be kept.
- Differentially Abled people may be less aware that they are being subjected to harassment by fellow pupils or staff. Opportunities should be made through pastoral care of these pupils and staff to communicate their problems in order to have a

resolution of the problem. As with racist and sexual harassment a procedure of caring and support for the victim will be used, including counselling and training for the perpetrators and disciplinary procedure where necessary. Recording all incidents will be standard.

GOVERNORS

The *Governors* have a responsibility to monitor and maintain the structures which support an Equal Opportunity Policy at the school.

Broadly they have responsibilities for the provision of employment, admissions, exclusions, resource allocations and the implementation of the National Curriculum. They must ensure they discharge their responsibilities without any discriminatory practices in ethnic origins, gender or differentially abled members of the whole school community. i.e. staff, pupils and their parents and fellow governors.

Governors may exercise Positive Action where it is necessary to redress the effects of previous unequal opportunities during a previous twelve month period.

Governors need to encourage training and guidance for all staff to heighten their awareness and responsibilities under equal opportunities legislation.

Dated Autumn Term 2009

Review date Autumn Term 2011

MONITORING AND EVALUATION OF EQUAL OPPORTUNITIES POLICY EFFECTIVENESS

The following prompt sheets are offered to ensure that the questions listed are regularly addressed to ensure that the policy is being implemented.

All members of the school community are valued. It is the responsibility of all staff to ensure that equal opportunity is a reality.

Are all staff involved in School Development planning?

Are resources available for all?

Are the Governors
Governors Representative of the Community?
role?

Is there opportunity for
to take an active

How do we react to difference
in attire?

How are "helpers"
recruited?

MANAGEMENT AND ORGANISATION

Are vacancies widely
advertised and candidates
selected without bias?

Are boys and girls
listed separately?

Are all religions
equally valued?
How are decisions taken?

Is there provision for diverse
dietary needs?
Do all staff have access to
Staff Developments?

The Education Act 1986 refers to three tasks of Equality of Assessment

- a) **Ensuring high quality of Education for all.**
- b) **Supporting the development of personal and cultural identities.**
- c) **preparing for full participation of society.**

Our classrooms should be a welcoming and stimulating environment, where each child has equal opportunities, and also appreciates the importance of living and working together.

Are we consistent?

Does our attitude promote each child's self esteem?

Do we foster respect?

Does the classroom organisation encourage every child to be independent?

Does the differentiation of activities enable each child to fulfil their potential?

**CLASSROOM ORGANISATION,
TEACHER ATTITUDES**

Do methods of grouping promote the interests of all pupils?

Are there rules or agreements? Are they fairly implemented?

Are we equally welcoming to all parents?

"Children learn by example, and teacher attitudes directly influence the quality of relationships in the school"

"Multicultural Education" - Guidance for schools. EDAS

Books, posters, T.V. programmes, visitors etc. should not display stereotyped attitudes.

Do the texts reflect positive images of all cultures?

Are all childrens' achievements recognised?

Do we celebrate differences?

Are the pictures realistic and up to date?

Is there a variety of materials that encompass multicultural diversity?

RESOURCES AND DISPLAY

Are children given equal opportunities to express themselves through planning?
play activities?

Are visitors valued as an important resource in
your curriculum

Is there any evidence of discrimination against specific groups or individuals?

Are all children given the opportunity to display their work?

"Images both pictorial and verbal are among the most powerful influences on how a child perceives the world."

Education For All (The Swan Report)

We recognise that we are living in a multi-ethnic society and that the curriculum should draw upon a diversity of cultures. This is applicable in all areas of the National Curriculum programmes of study.

Are we providing a high quality of learning for all pupils?

Do we provide opportunities to discuss equality?

How does the work reflect the multicultural nature of society?

Is the content dealt with objectively? Are facts presented from a variety of viewpoints?

Do we offer each child achievable goals?

THE CURRICULUM

Do we view linguistic needs of diversity positively?

curriculum?

Do we provide practical activities and first hand experiences so that pupils can observe and explain similarities and differences for themselves?

Are the all children reflected in the

"Dimensions such as commitment to providing equal opportunities for all pupils, and a recognition that preparation for life in a multicultural society is relevant to all pupils, should permeate every aspect of the curriculum"

Curriculum Guidance 3: The Whole Curriculum N.C.C.1990

Our recording and assessment procedure offers equal opportunities for all pupils.

How would we monitor first language experience and development?	Do assessment records emphasise positive attitudes?	Are we using our assessment to diagnose individual needs and make relevant specialist provision?
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ASSESSMENT AND RECORDING

Do we foster pride in individual achievements?	By reviewing these procedures are teaching and learning skills improved?
Do the children have equal opportunities to demonstrate what they know, understand and are able to do?	Do records of pupils' achievements encompass a wide range of activities and successes?

"It is important that all assessment seeks to find out what a pupil knows, understands and can do in relation to the National Curriculum subjects or other

learning and not simply the pupils ability to understand or express their learning in English"

Multicultural Education Guidance for Schools. EDAS

Managing Incidents

"The professional responsibility of the people working in the schools needs to be defined in such a way that it is clearly understood that there is no place for any kind of discrimination. Name calling and bullying should be challenged and never ignored, otherwise there may well be a feeling that such attitudes and behaviour are a normal part of the working community, merely reflecting the expectations of the outside world"

Multicultural Education Guidance for Schools EDAS

All staff and pupils must be aware that certain attitudes and behaviour are considered unacceptable. There is a recognised procedure for dealing with this, which is explained in the Boxted St Peter's School's Behaviour Policy Document.

It is vital that his procedure is consistently implemented throughout the school.

"Quality education for all children is the responsibility of every school.. To ensure quality, each school will need to develop policy and practice which embodies positive approaches to the multicultural dimensions at its very foundation. The school should work to broaden the horizons of all pupils so that they can understand and contribute to a pluralist society. It cannot be left to chance, or goodwill, and requires a contribution from everyone?"

Multicultural Education - Guidance for schools- EDAS

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Review date Autumn 2009