

RADWINTER C OF E PRIMARY SCHOOL

Equal Opportunities Policy



The School Creed

This is our school

Let peace dwell here

Let the rooms be full of contentment

Let love abide here

Love of one another

Love of mankind

Love of life itself and love of God

Let us remember

That as many hands build a house

So many hearts build a school



Amen



July 2011

Contents

Rationale	Page 2
Aims	Page 2
Defined areas of discrimination	Page 3
Hidden curriculum	Page 4
Addressing issues	Page 4
Working strategies used to reinforce Equal Opportunities	Page 5
Informing parents	Page 7
Resources	Page 7
Staff training	Page 7
Success criteria	Page 7
Evaluation/monitoring of policy	Page 9
Appendix A - Strategies	Page 10
Appendix B - Policy Statement	Page 12
Appendix C – Incident Form	Page 14
Other related policies:-	
• Bullying Policy	
• Safeguarding Children	
• Racial Policy	
• R.E. Policy	
• Code of Conduct	
These policies are held in the main school office.	

EQUAL OPPORTUNITIES POLICY

Co-ordinator: Mrs. K. Hockley (Acting Headteacher)

Rationale

At Radwinter, equal opportunities, is a whole school issue and must be part of us all, if we are to enable all pupils to celebrate the diversity of our school community. All within the school are entitled to learn, teach and work in a non-threatening and supportive environment in which self-esteem is enhanced.

We need to define and identify unacceptable behavior (racist, sexist, ageist, discriminatory or harassing) and offer strategies for dealing with the perpetrators and provide support for victims.

We need to ensure that all staff take responsibility for these issues in all aspects of school life.

We, at Radwinter School, believe that in order to achieve the above, it is the responsibility of every member of the school to ensure that all individuals within this school are valued and have the opportunity to develop to their full potential within a context of mutual respect, justice and fairness.

Aims

To ensure that:-

1. Every individual within the school achieves their full potential and has the same chance.
2. Equality of access is achieved by everyone having equal concern and having equal values for everyone.
3. We are all different and thus have different needs which must be addressed.
4. We inform, improve awareness and educate staff, parents and children and remind ourselves of the issues. Provide an awareness of the inequalities of opportunity that exist in society and ensure our school attempts to address these issues.
5. We can live in harmony and create a more equal society.
6. Address prejudices and build positive attitudes.
7. To give a continuity of approach throughout the school.
8. To prevent the waste of resources and individual talents.

9. To improve the quality of life for all children and adults.
10. To make a more caring and responsible and contributory member of society.
11. To promote understanding in a multicultural society and mutual respect of all members regardless of differences.
12. To reduce discrimination by operating a school society which is, just and fair to all.

Discrimination Defined

Identification of racism, religion and cultural issues may be found in the following.

Fear – low self-esteem, ignorance, intolerance, prejudice, misguided Nationalist feelings, media presentations, literature, religion, colonial attitudes (historical – negative assumptions), differences within racial groups, exploitation issues (national/inter-racial), family attitudes – strong influences, bigots (awareness that there are such people), behavior issues (verbal/physical abuse, graffiti), patronizing behavior (can positive discrimination be counter productive?) (See separate Racial Policy for procedures in policy files).

Identification of sexism issues may be found in the following:-

Expectations, generation gap, sport and leisure, attitudes (self image, peer groups, threatening), employment (opportunities, expectations, management, institutionalized, sexism), discrimination, class (culture, religion, political), labeling/assumptions (sexually, language) literature, T.V. press (roles perpetrated), education (home, school, clubs etc). Identification of Class issues:-

‘Equality within freedom in society’, material goods (dress, designer labels), class mobility (up/down? Within or between classes), self perception of class and place in the system (confidence, self-esteem), ability to communicate (accent, vocabulary, dialect), stereotypes (accent), income earners, family size, attitudes (social, lifestyle, activities) opportunities available (or lack of), education (two tier), health power and influence (behavior, different codes), wealth/poverty (comparative measure), expectations (within class), status (royalty, aristocracy expected patterns of behaviour).

Identification of physical issues (see SEN Policy and Disability Act):-

Receive early information on any aspect of health which may affect the child/adult at school (from parents, the persons themselves, GP's, Health visitors, Speech Therapists etc.).

The Hidden Curriculum

We make every effort to create an extended family atmosphere where there is mutual respect and trust between adults and children. Boundaries and equal opportunity issues are acquired from observing positive role models both in adults and children, in the workplace and outside.

Messages acquired in this way tend to be better understood. Issues are also addressed formally both in class, at circle time and during assemblies.

Procedures for identification:-

1. We need to recognise that the early, pre-school experiences of all pupils differ due to the diversity of experiences and culture backgrounds. Children begin to form opinions from a young age, picking up messages from parents, relations, body language, adults overhead conversations and people in the street.
2. The class teacher will observe the child at play and in the classroom and note any areas of concern/development – these will be recorded and monitored in their individual observation file.
3. Needs and previous experiences of all individuals will be identified by class teacher and recorded on Equality Opportunity form (Appendix C).

Addressing Issues (Procedure)

Once an Equal Opportunity concern is identified the following procedure will be adopted:-

1. Class teacher aware of concern and discusses issue with child (or whole class if required).
2. If issue persists then it is brought to the attention of the Headteacher who will discuss with class and monitor situation with regular fortnightly meetings.
3. If issue is wider e.g. home based, the Headteacher will inform parents and arrange a meeting. Regular meetings may be necessary until all issues are addressed.

4. A clear, factual, and up to date, written record will be kept and racial incident report completed depending on the issue.

Working Strategies used to reinforce Equal Opportunities

1. Clear statements on the unacceptability of:-
 - name calling,
 - bullying, abuse (verbal, physical)
2. Activities of a non-stereotypical nature (home corner/role play, apparatus)
3. Times for circle time or talk given in each class (when sometimes appropriate) i.e. class discussion times give all children equal opportunity to voice opinion.
4. Opportunities given for children to discuss how they are feeling. The teaching of **EMPATHY** is important. We need to teach the children how victims of discrimination feel and to do this situations and attitudes **DO** need to be explored; using circle time, role models, Persona dolls and assembly time.
5. We encourage the sharing of experiences (cultural and other) and try to avoid token gestures, but ensure this is embedded into the curriculum. Visitors are used as an opportunity to discuss the difference cultures and way of life.
6. Review/update resources to take account of our changing society.
7. Role-play experiences include addressing age, disability, race and gender. (Persona dolls/circle time throughout the years).
8. We 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.
9. Provide an entitlement curriculum which aims to offer the same coherent and balanced curriculum and learning experiences to all learners.
10. We are aware of scapegoating and the potential within the peer group and amongst parents.
11. Awareness of peer pressure.
12. Awareness of/sensitivity to home background expectations and attitude to out of school activities (which add pressure) and discuss issue with parents if possible.
13. A positive position taken to all school personnel on bilinguals and culture by the use of more community languages or display in school, visitors to school.
14. Staff on playground duty to look for ‘loners’, the ‘macho’ group, assertive pupils, physical contact, tight huddles of groups, high profile pupils, the non-demanding pupils, mixed group games. (See Code of Conduct).

15. Children will be encouraged to think about the exclusion of others and the effect it has. Children will be given games to enable work on 'partners'/'friends' e.g. touch the person next to you.
16. Songs, rhymes, PE games to be introduced to individual classes and then to others to overcome issues noted in item 14/15 to improve co-operative play.
17. Introduction of appropriate role models in school.

(School buddy system supports 14, 15 and 17)

18. We ensure that all pupils have equal access to all resources. Pupils may need specific encouragement/direction in the use of resources.
19. Involve all pupils in 'rule making' both for the classroom and the school.
20. Use targets and rewards for individuals re: acceptable behaviour/attitudes. Use of negative reinforcement when appropriate (we will not smile at you until...).
21. Make targets for behaviour achievable.
22. Peer approval/disapproval – involvement of children in decision making. Discussion on what is acceptable behaviour.
23. Monitoring groups within the classroom for:-
 - domination
 - attitude
 - flexibility.
24. Use assembly times to reinforce equal opportunity issues.
25. Use books, stories to reinforce positive attitudes.
26. Clear statements on adherence to disciplinary procedures within the school (statement in the School Prospectus and agreement within the classroom) e.g. smiley faces reward, whole class involvement, commending on positive behaviour, self-direction or peer group, encourage awareness of acceptable behaviour).
27. Clear definitive and understanding of the term 'bullying':-

'That there is a 'victim', there has been intentionally threatening behaviour of others, that differences have been highlighted, that several have been at variance with one (groups/packs), that personal possessions/clothing have been damaged as a result of aggressive plan . (See Bullying Policy).'

Informing Parents

The racist incident form will be used for all racist incidents and parents and governors will be informed (see Racial Policy).

Parents will be informed of areas of concern about a child's behaviour, attitude and lack of achievement informally initially – by Class Teacher or Headteacher and this to be monitored by the school and the parent.

Ongoing concerns will be discussed in depth with the Headteacher/parents following 'Addressing Issues' procedure (see page 5).

Parents who are unavailable/unwilling to discuss issues will receive a letter which will be kept on file with an invitation to respond.

Disciplinary action could result in total non co-operation on behalf of the child and continued unacceptable behaviour could result in exclusion procedures for the child.

Resources

Continual monitoring of resources within the school will take place to consider the messages the resources give (especially pictorial resources) and gender and the cultural aspects will be monitored for their suitability and flexibility.

Staff and Staff Training

Active participation of all school personnel is necessary for successful policy. Staff meetings to discuss Equal Opportunity issues will take place as a means of monitoring/evaluating the policy.

All staff have a responsibility for Equal Opportunities but in the absence of all staff will address equal opportunity issues within their own curriculum area of responsibility in their class. Equal Opportunity issues also form part of school assemblies.

We ensure that the school's recruitment, selection and promotion procedures are based on good equal opportunities practice, in accordance with the County's Equal Opportunities in Employment Policy and the Disability Discrimination Act 1995.

Success Criteria

Equal Opportunities will be recognised in the following areas:-

Quantitative Indicators:

- SAT's results.
- Stable/rising roll.
- Attendance.
- Punctuality.
- Unauthorised absence.
- Class size.
- Stability and staffing.
- Commitment/involvement of support staff.
- Regular visits from Educational Psychologist.
- Number of computers in school.
- School uniform – number of request for help with uniform.
- Number of free school meals.

Qualitative Indicator: The general ethos of the school

- Playground interaction.
- Learning interaction (peers/adult).
- Friendly and caring attitude.
- All members of the school community valued.
- Displays of work.
- Cleanliness of school site.
- A welcome 'feel'.
- Accessibility of school staff.
- Effectiveness of communication system.
- Teaching styles – formal/progressive/flexible seating arrangements in classroom.
- Differentiated work on offer for pupils.
- Open-ended work.
- Ownership of Equal Opportunities Policy.
- Pastoral care of pupils.
- Do all children feel secure?
- Perceptions of links with the local community.

Evaluation/Monitoring of Policy

Who evaluates?

The Headteacher as Equal Opportunities co-ordinator.

All members of staff, in order to improve, adjust, facilitate equal opportunities within the day to day running of the school and bring individual perspectives to whole staff meetings. One staff meeting per term will focus on Equal Opportunity issues.

- Governors Annual Report during Autumn term.
- Parents – who will bring their own perspective/perceptions.
- Pupils/learners – who will be involved in ongoing evaluations through PSHCE and related subject areas.
- Policy will be reviewed biannually or earlier if issues are raised within this time.

Appendix A

Strategies for Differentiation used in School

Some possible areas for consideration are:-

- Matching work to the child's previous experience.
- Valuing differences in outcome.
- Their differing speeds in completing work.
- Parts of a complete piece of work tackled by different children.
- A consideration of different forms of input.
- Varying styles of teaching.
- Available resources.
- The additional help needed by certain pupils in terms of skills/resources/materials.
- The amount of revision or reinforcement required by different groups of children.
- Extension activities required for some groups/individuals.
- Strategies to ensure understanding.
- Matching curriculum to pupils' motivational levels.

Ways in which we can differentiate the curriculum

Differentiation by task.

We can set pupils different type of task (according to their ability, experience, understanding).

We can set different numbers of tasks.

Differentiation by graduated tasks.

We set essentially the same task but:-

- Provide helper/support sheets for those having difficulty.
- Provide extension activities for those who can cope with greater challenge.

Differentiation by outcome

The activity is 'open' enough to allow pupils to produce work that is varied in its type and/or quantity according to pupil ability or application.

Differentiation through the learning environment and process

By having a supportive learning environment:-

- Support from peers in group work (talk – sharing and supporting).
- Support from class or support teacher.
- Support from varied and appropriate learning strategies.

By the learning context:-

- Contexts should be relevant to pupils.
- Using familiar contexts from pupils.
- Building upon pupils' ideas and experiences.

By the organisation of the classroom:-

- (variety of activities, small group approach, all to experience – non threatening and non competitive).

By organisation of pupil groupings:-

- (single task, differentiated via pace, choice of own groupings – number in group and people in group).

Resources for differentiated learning:-

- Dual language tapes/dual language textbooks.
- Multiple copies of books for shared/group reading in English and Community Language.
- Flip charts/large paper for shared writing.

Appendix B

Equal Opportunities in Employment Policy Statement

1. Statement of Intent.

The school recognises the value of, and seeks to achieve a diverse workforce which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create an employment culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of, employees and potential employees, to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all and this policy complements other equalities policies within the school. Specifically this policy should be read in conjunction with the school's race equality policy.

2. Objectives.

The school will uphold its obligations under law and national collective agreements not to discriminate in any of its activities against employees or applicants for employment on the grounds of their sex, sexual orientation, marital status, disability, race, colour, age, nationality, ethnic origin, religion or creed. It further seeks to ensure fair treatment to all on employment matters whether or not their personal circumstances and differences are covered by these formal agreements and to consider the practicality of accommodating the particular needs of all groups.

This policy deals with matters of employment in the broadest sense, and this includes the protection of staff from harassment or discrimination by any member of the school community or other persons connected with the school.

3. Responsibilities.

It is recognised that everyone influences how equality is achieved and that everyone has a responsibility to uphold the law and principles of equality of opportunity. In addition to these general responsibilities, there are other specific responsibilities.

- 3(a) The governing body has responsibility for:-
- Supporting the implementation of the Equal Opportunities in Employment Policy.
 - Ensuring that school employment policies and recruitment documentation and practice are consistent with the non-discriminatory objectives of the policy.
 - Collating, analysing and monitoring policy and practice, initiating appropriate school responses to findings.
 - Ensuring that complaints are investigated and dealt with effectively.
 - Appropriate training takes place for governors and employees.
- 3(b) The Headteacher and other managers and supervisors have responsibility for:-
- Ensuring that the Equal Opportunities in Employment Policy is implemented in employment and management practices.
 - Ensuring that the policy is brought to the attention of all employees and that all staff receive appropriate training.
 - Compliance with the policy at a practical level through action in recruitment and selection, training and development and general management.
 - Encouraging good practice by people they manage and dealing appropriately with breaches of this policy.
 - Monitoring day to day operation of relevant policies and procedures.
 - A member of the senior management team is the nominated lead on equalities issues.
- 3(c) All employees have a responsibility to:-
- Act within the law on equal opportunities and a contractual duty to comply with the policy.
 - Take part in relevant training and to comply with measures introduced to ensure equal opportunities and non-discrimination.
 - Report, to their line manager, or other appropriate person, any breaches of this policy enacted against him/herself or another person.

**Appendix C
Incident Form**

RADWINTER C OF E PRIMARY SCHOOL

**Equal Opportunity Issues
(include dates/who involved/nature of issues):-**

Action taken:-

Whole school issue and action taken:-