

Marton Manor Primary School

Equal Opportunities Policy

Introduction: This policy was formulated in consultation with staff and governors in Summer 2015. It was approved by governors in Summer 2015 and was last reviewed in Summer 2018. It will be reviewed in Summer 2019 or earlier if necessary.

Our school values the individuality of all our children and families. We are committed to giving our children every opportunity to achieve the highest of standards in their education and well-being as well as promoting healthy and positive attitudes. We do this by taking account of their varied experiences and needs. We do this by offering broad and balanced curriculum, and have high expectations of all our children.

This Equal Opportunities Policy extends to adults, staff, parents and carers. In line with the Equality Policy 2010 we seek to ensure that give due regard to groups with protected characteristics in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/ civil partnership in accordance with the Act.

Aims and objectives:

- We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of race, gender, disability, sexual orientation, religion/ belief, age, gender reassignment, pregnancy/ maternity and marriage /civil partnership, attainment or socio-economic background
- We aim to promote the principles of fairness and justice for all through the education that we provide in school. We recognise that doing this may involve treating some pupils differently by giving compensatory/ additional support.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities offered by the school

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils

We aim to ensure that all recruitment, employment, promotion and training processes are fair to all and provide opportunities for everyone

We aim to challenge personal prejudice and stereotypical views whenever they occur which are often caused by poor self-image and lack of understanding. Through positive educational experiences and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

We value each pupil's worth, celebrating the individual and cultural diversity of our school's community, showing respect for all minority groups

Racial equality: In our school we will strive to

- Eliminate all forms of racism and racial discrimination
- Promote equality of opportunity regardless of race, ethnicity or religious belief

- Promote good relations between people of different racial and ethnic groups
- Seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society

We do not tolerate any form of racism or racist behaviour. Should a racist incident occur we will deal with it according to our Behaviour and Anti-Bullying policy and procedures

We endeavour to make our school and its environment welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children and we reflect this in the displays of work around the school

Our curriculum reflects the attitudes, values and respect that we have for our different ethnic groups. So for example we celebrate religious festivals such as Diwali to reflect the significance they hold for Hindus and Sikhs, we discuss Ramadan and Eid and the importance they hold for Muslims and we celebrate Christmas and Easter and reflect on their significance for Christians.

Disability non-discrimination:

- Some children have disabilities in our school and we are committed to meeting their needs. All reasonable steps are taken to ensure that these children are not disadvantaged compared with their non-disabled peers
- We are committed to providing an environment that allows children with special needs and disabilities as much access to before and after school activities as possible and to all areas of learning Teachers modify teaching and learning as well as group size and support for pupils with SEN/d e.g. they may be given additional time to complete activities, or offered alternatives if they are not able to access tools or equipment. They may also be given differentiated materials to assist their learning if it is necessary.

Gender equality: We recognise that nationally there is an unacceptable discrepancy in the achievement of boys and girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school. We have put in place a number of measures to ensure that we raise the achievement of boys in particular. These include:

- Ensuring that early literacy skills are promoted in all activities in the Early years.
- Ensuring that the starting points for writing activities captures the imagination and interests of boys and girls alike
- Remove gender bias from our resources and ensuring for example that fiction books capture girls and boys' interest
- Using a variety of teaching approaches to engage all learners including some short- paced activities and challenges that appeal to both boys and girls
- Making sure that our school learning environment promotes positive male and female role models in relation to learning and achievement
- Minimising male and female stereotyping and reflecting on the diversity of family life
- Valuing and celebrating academic achievement in ways which will motivate boys and girls alike

We realise that although gender is one factor affecting educational achievement, it can affect different sub groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to relative achievement of boys and girls. We seek to ensure that policies designed to improve the

attainment of one gender group does not do so at the expense of the other. By regular half termly and termly data tracking of vulnerable groups we are able to assess the impact of our policy and make adjustments where needed to bring about improvement.

The role of the class teacher: Class teachers do their best to ensure that all pupils are treated with respect and fairness. We do not knowingly discriminate against any child

- When selecting classroom material teachers strive to provide resources which give positive images and challenge stereotypical images of minority groups or boys and girls. All staff ensure that the language they use does not enforce stereotypes or prejudice.
- We seek to implement this policy when designing schemes of work, both in our choice of topics to study and in how we approach sensitive issues. So for example in history topics we talk about the significant contributions women have made and the injustices which were prevalent in society. In geography we attempt to counter stereotypical images of people around the world and to show the true diversity of development in different parts of the world. We may also discuss issues such as Fair Trade and the rights of indigenous people to their culture and homeland.
- All our staff challenge incidents of prejudice on the grounds of gender assignment, or racism . We record any incidents of prejudice or racism in a behaviour log book and draw them to the attention of the Head Teacher.

The role of the Head Teacher: The Head will:

- Ensure that the school's Equal Opportunities policy is implemented effectively
- Ensure that all staff are aware of the policy on Equal Opportunities and that teachers apply these guidelines in all situations
- Ensure that all staff appointments are guided by the principles of this policy so that no one is discriminated against
- Promote the principle of equal opportunity when developing the curriculum for pupils and in providing opportunities for professional development for staff
- Promote respect for other people in all aspects of school life; e.g. in assemblies for example respect for people and justice are regular themes, as it is in displays around school
- Manage all incidents of unfair treatment and any racist incidents with due seriousness and in line with the policy.

The role of Governors:

In this policy statement the governing body has set out its commitment to equal opportunities and it will continue to do so to ensure that all members of the school community are treated fairly and equally

The governing body collects and analyses and evaluates a range of school data . We check that all pupils are making the best possible progress and that no group of pupils is underachieving. To do this we monitor

- Admissions
- Attendance
- Attainment and progress
- Behaviour / Exclusions / Rewards/ Sanctions

- Parents and pupils' questionnaires and comments

Governors welcome all applications to join the school whatever background or minority group a child may come from. The governors seek to ensure that people from the protected groups of the Equality Act 2010 are not discriminated against when applying for jobs at our school. The Governors ensure that the school environment is properly adapted to accommodate people with special needs and disabilities

The Governing Body ensure that no child is discriminated against whilst in our school on account of their gender, religion or race. So for example all children have access to the full curriculum and extra-curricular activities. If a child's religion has a bearing on school uniform then the school will deal with the issue sensitively and with respect for the child's cultural traditions.

Monitoring and review: It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- Monitor the progress of pupils from minority and majority groups comparing the progress and attainment
- Monitor the progress and attainment of pupils in receipt of Pupil Premium
- Monitor the progress and attainment of gender groups and those with special education needs and disabilities
- Monitor the staff appointment process to ensure that there is no discrimination
- Take into consideration any complaints from parents/ carers , staff or pupils regarding equal opportunity
- Monitor the school's behaviour policy and exclusions to ensure that minority groups are not unfairly treated