

Equal Opportunities Policy – to be reviewed annually (Updated October 2016)

Aims & Responsibilities

The policy outlines the commitment of the proprietor and staff of St. Anne's school to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school and celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

These include: -

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Multi-agency staff linked to the staff
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St. Anne's school, equality is a key principle for treating all people the same irrespective of their gender, pregnancy or maternity, race, religion and belief, cultural background, linguistic background, sexual orientation, gender reassignment, SEN and disability, age or any other recognised area of discrimination.

Mission Statement

Our school philosophy involves valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle: discrimination against those with a disability, racial discrimination, sexual harassment and discrimination and we promote equal opportunities and good relations between everyone. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of gender, pregnancy or maternity, race, religion and belief, cultural background, linguistic background, sexual orientation, gender reassignment, SEN and disability or age. However, because of structural limitations the school does not have the means to provide appropriate opportunities for some physical disabilities. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Our school admissions policy is equally open to pupils of all groups.

Monitoring and Review

We annually review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. (see assessment policy) As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The proprietor receives regular updates on pupil performance information.

School performance information is compared to national data to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information through our pastoral care systems, we also regularly monitor:

- Incidents of racism, disability, sexist incidents and all forms of bullying; (see anti bullying policy)

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

Promoting Equality through the Curriculum Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Provide opportunities for children to use their home language in their play and learning.
- Provide a range of meaningful contexts in which the children have opportunities to develop English.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;

- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policies).
- The school provides an environment in which all pupils have equal access to all facilities and resources;
- All pupils are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Curriculum

At St. Anne's we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas.
- Assembly content reflects themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality in PSHE lessons
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Ethos and Atmosphere

- At St. Anne's we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be an 'openness' of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities.

Resources and Materials

The provision of good quality resources and materials within St. Anne's is a high priority. These resources should:

- Reflect "the reality of an ethnically, culturally and sexual diverse society;"
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at St. Anne's for all members of the school community to use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.

Extra-Curricular Provision

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports helpers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contract with children adhere to these guidelines and are DBS checked.

We provide opportunities for equal access to all sporting activities e.g. girls play football, mixed netball teams.

Pastoral Guidance

- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;

- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policies and practices are covered in all staff inductions
- All supply staff are made aware of equalities policies and practices;

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, religion or belief, cultural background, linguistic background, SEN, ability or disability, sexuality, gender or gender reassignment.

The school has a clear, agreed procedure for dealing with incidents such as these. (see anti bullying policy)

Responsibility for the Policy

P.Baker: Equal Opportunities advisor, K.Thorp : Early Years SENCO.

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Proprietor is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equal Opportunities policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;
- The headteacher will have an overview, on behalf of the Proprietor, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents

The Headteacher and Senior Management are responsible for:

- Along with the Proprietor, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equal Opportunities Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equal Opportunities Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;

- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of gender, pregnancy or maternity, race, religion and belief, cultural background, linguistic background, sexual orientation, gender reassignment, SEN and disability or other equality issues;

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Equal opportunities;
- Pupils' progress attainment and assessment;
- Behaviour discipline and exclusions;
- Pupils' personal development and pastoral care;
- Induction;
- Admissions and attendance;
- The curriculum;
- All subjects;
- Teaching and learning;
- Staff recruitment and retention;
- Staff training and professional development;
- Partnerships with parents/carers and communities;
- Visits and visitors.

Appendix * *

Principles and criteria for equality impact assessments

The DCSF is adopting seven principles for the completion of EQUIAs, derived from duties set out in three different pieces of legislation and the duty on schools to promote community cohesion.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and should benefit from DCSF policies, practices and programmes:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender

Principle 2: Relevant differences should be recognised

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:

- Disability, so that reasonable adjustments are made;
- Ethnicity, so that different cultural backgrounds and experiences of racism are recognised;
- Gender, so that the different needs and experiences of boys and girls, women and men are recognised.

Principle 3: Workforce development

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender.

Principle 4: Positive attitudes and relationships should be fostered

Policies and programmes should promote:

- Positive attitudes towards disabled people, and good relations between disabled and non-disabled people;
- Positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
- Mutual respect and good relations between boys and girls, women and men.

Principle 5: Society as a whole should benefit

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:

- Disabled people
- People of a wide range of ethnic, cultural and religious backgrounds;
- Women as well as men.

Principle 6: Current inequalities and barriers should be addressed and reduced

In addition to avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people;
- People of different ethnic, cultural and religious backgrounds;
- Boys and girls, women and men.

Principle 7: Policy development should involve widespread consultation and involvement

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- Disabled people;
- People of minority ethnic, cultural and religious backgrounds;
- Women as well as men.