

# Equal Opportunities

Honeybourne Primary Academy

<b>Approved by:</b>	Dominic Davis	<b>Date:</b> November 22
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<b>Last reviewed on:</b>	November 22
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<b>Next review due by:</b>	November 24
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## Rationale

Honeybourne Primary Academy is committed to equality for children, parents/carers and staff. We will not discriminate against anyone on the grounds of their ability, racial or ethnic origin, gender, religious beliefs or disabilities. We welcome the duty not to be discriminatory in our practices. The education, wellbeing and care of each individual child is central to our vision and values.

We believe that the curriculum is enhanced when pupils learn to understand and respect differences of gender, race, religion, age, ability, disability, social disadvantage, sexual orientation or any other personal characteristics.

## Policy Aims

To meet the requirements of the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011.

The social and emotional development of each pupil is important. Self-esteem and awareness are fostered throughout school life and in particular through our pastoral system alongside the PSHE curriculum.

All children have equal access to a broad and balanced curriculum programme differentiated where appropriate.

All staff set an example by demonstrating positive, non-discriminatory behaviour in their interactions with each other and with pupils.

The cultural and ethnic diversity of pupils, parents/carers and staff are respected, welcoming the enrichment of the school environment which this brings.

Positive attitudes towards the British multi-cultural society are modelled and promoted at all times.

Differing cultures, customs and beliefs are recognised and valued within the teaching of PSHE and religious studies in order to teach tolerance of other's ideas and values.

Every child is given an equal opportunity to experience success appropriate to their ability, through carefully planned and differentiated activities.

Within everyday life, opportunities are used to increase religious awareness and tolerance and to forge links with the wider community to promote an understanding of and respect for others.

## Managing Equality in Practice

Our Admissions Policy reinforces our commitment to equality and diversity.

We make every effort to ensure that no child, parent or member of staff is disadvantaged as a result of their disability in line with our responsibility under the Equality Act 2010 and Equality Act 2010 (Specific Duties) Regulations 2011, 'reasonable' adjustments are made to overcome a factor which puts a disabled child, parent or staff member at a disadvantage.

Accessibility arrangements are regularly reviewed under the Special Education Needs and Disability Act 2001 SENDA and the Code of Practice 2014. Our Accessibility Plan ensures that the needs of pupils that need adaptations to access school are met.

Discriminatory language and behaviour and other acts of intolerance are not accepted in our school.

We recognise the value of pupils having male and female role models. However, vacant posts are always filled by the best applicant, irrespective of gender. Both men and women are encouraged to work with all age groups and each key stage. All staff have equal access to in- service training and posts of responsibility.

The continuing development of our community and the equality of opportunity on which it is based, requires the co-operation and commitment of all concerned and we believe that all parents/carers wish to give their full support to their child's school in this vital aspect of its life.

We promote positive images and role models to avoid prejudice and help raise awareness of related issues.

We have a clear policy and procedure for supporting pupils who are identified as having SEND. EHCP plans are adhered to by all staff and SEND Support Plans are drawn up for those pupils that require additional support to enable them to make progress.

## **Equality and diversity reflected in practice**

### **Language**

We view linguistic diversity positively. Pupils and staff should feel that their natural language is valued and creates the conditions for all people to develop their identity and esteem.

### **Resources**

We provide a wide range of good quality resources to provide for the needs of all pupils, irrespective of sex, ability, or ethnic origin. Resources are chosen to reflect positive images of males and females in society including those with disabilities.

### **Parents/carers**

We are committed to working closely with parents/carers and with other agencies as appropriate. We introduce and communicate the equal opportunities policy to parents/carers through the website, and admission meetings with parents/carers and on parents/carers evenings. In addition, copies of policies are available for all parents/carers on request.

### **Curriculum**

Equality and diversity permeates the curriculum and will be reviewed regularly. It is our policy to provide equal access to all activities and learning experiences.

We believe it is the right of every child irrespective of race, culture, class, gender, special need or ability to achieve to their full potential. We work to ensure every pupil has access to an education which will enable him/her to utilise talents to the full and achieve success.

## Staff

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all pupils. Staff endeavour to establish an atmosphere within school which promotes tolerance and raises self-awareness, so that all pupils can develop independence, freedom of choice. We believe this knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability prepares them for life in a society which reflects and values cultural and ethnic variety.

## Implementation

We will:

- encourage pupils to show respect for the way other people lead their day to day lives by emphasising that no cultural group has the monopoly on the *right way* to live.
- help pupils to learn about and respect cultures other than their own.
- show that all cultures are valued equally.
- help pupils to understand why or how they should deal with offensive language and behaviour.

We demonstrate recognition of the individuality of people by:

- avoiding reference to stereotypes because of one characteristic e.g. colour, sexual orientation, gender, disability stereotyping.
- looking to the needs of the whole child rather than concentrating on one characteristic.

We promote self-esteem and self-worth by:

- ensuring that each pupil is respected equally and feels pride in him/herself.
- preventing pupils from being subjected to prejudice.
- respecting the family and background of all pupils.
- using appropriate language.

We will ensure equal access to opportunities which will enhance the child's welfare and development by:

- avoiding assumptions about any child's potential for development.
- not stereotyping the role people play in adult life.
- offering all opportunities to all children both inside and outside the classroom.
- using role models to illustrate positive images of all in adult life.

We will oppose prejudice and discrimination by:

- recognising that all pupils are damaged by prejudice.
- avoiding damage to self-esteem by discrimination.
- avoiding pupils growing up with a distorted view of life and a false picture of the world because they wrongly believe some people are superior to others.
- challenging any prejudice and/or discrimination.

We will demonstrate that we value the differences between individuals and groups in society by:

- encouraging children to appreciate the ways they are different from one another and
- seeing differences as good, not something to tease and abuse one another about.
- giving children accurate information about differences to promote understanding and avoid prejudice.

Implement monitoring and evaluating procedures that are used effectively to identify any pupil or groups of pupils who are not progressing as they should.

### **Success Criteria**

Equal opportunity and the effectiveness of inclusive practices that promote and value diversity and difference will be monitored and evaluated by the governors. This will include through:

- Playground/classroom interactions
- Examination results
- Displays in Trust schools
- Learning environment reviews
- Perceptions of parents/carers and pupils e.g. through questionnaires, pupil voice, school council
- Through scrutiny of planning and work
- Use of resources
- Teacher assessment
- Classroom observations of the quality of teaching and learning
- Participation in extra-curricular activities
- Attendance and exclusion data
- Reports of any incidents of discrimination
- Monitoring of playground behaviour

### **Strategies used in school to help equal opportunities practice**

- Planning activities of a non-stereotypical nature
- Giving children time to talk in class discussions to give everyone opportunity to voice opinion and discuss how they are feeling.
- Encouraging the sharing of experiences.
- Reviewing and updating resources so that appropriate messages are presented to the children.
- Planning role play experiences to include addressing age, disability, race and gender.
- Providing a differentiated curriculum by using classroom approaches that cater for individual differences but which do not make distinctions that have negative effects

on children, their learning and development.

- Displays around the school promoting positive equality issues.
- Provision of a range of texts that promote positive equality issues.
- Providing an “entitlement” curriculum which aims to offer the same balanced curriculum and learning experiences to all.
- Children encouraged to think about the exclusion of others and the negative effect it can have.
- Involving children in promise making in the classroom and at a whole school level through the school council.
- Using assembly time and collective worship themes to reinforce equal opportunity issues.
- Using targets and rewards for children to reinforce good behaviour and attitudes.
- Subject leaders to address equality issues within their subject.
- Giving children a voice e.g. through the school council.
- Sharing various religious celebrations throughout the year.
- Holding Culture Days throughout the year.

The Headteacher is responsible for ensuring that this Policy is followed.

Any child, parent or member of staff who considers that there has been a breach of this Policy should inform the Headteacher who will investigate the matter and take action, as appropriate.



