

HOTHFIELD JUNIOR SCHOOL

Equal Opportunities Policy

Rationale:

At Hothfield Junior School we aim:

- To provide quality teaching and learning in an environment which is stimulating and lively, where expectations and achievements are high and where children are valued as individuals.
- To ensure development of the necessary knowledge, skills and understanding in all areas of experience.
- To encourage children to achieve a positive self image.
- To develop children's sensitivity to the needs and beliefs of all.
- To enable children to make a valued contribution to the school.
- To maintain a positive partnership between school and home.
- To ensure that the school has a central role within the local community.

As a school we support equal opportunities for adults as well as children and comply with the Sex Discrimination Act (1975), the Race Relations Act (1976), the Education Act (1981), the Education Act (1986), the Children Act (1989), and the Education Reform Act (1988) as well as the 1993 Education Act and subsequent Code of Practise (1994). Section 52 Children's Act 2004 (promote educational achievement of children in care)

Aims:

Our policy for equal opportunities is embedded within our whole school ethos. Through the application of this policy we aim:

1. To promote positive self image, self worth and self-esteem.
2. To develop self-respect and respect and empathy for others.
3. To make school members motivated to contribute towards their own development.
4. To develop understanding in order to value diversity by acknowledging differences and similarities.
5. To provide knowledge to inform decision making in order to challenge stereotypes and misconceptions.
6. To develop a range of skills (social, communication and appropriate assertiveness) which help children to deal with experiences of inequality.
7. To extend life skills which prepare children to be just and humane members of society.
8. To have high but achievable expectations of all children.
9. To treat all children and adults as individuals, identifying and addressing their needs.
10. To enable all children to access the whole curriculum according to their needs.
11. To create a secure and caring environment where people feel able to share concerns and raise issues with appropriate confidentiality.
12. To make support for equal opportunities a whole school responsibility.

13. To identify and address the professional development needs of adults working in school.
14. To work in partnership with parents and other agencies to the benefit of children.
15. To implement fair recruitment and promotion procedures.

This policy should be read in conjunction to the school's overall aims and Safeguarding, Behaviour & Care policy, Confidentiality, Child Protection, Restraint & Whistle Blowing policy.

Objectives:

Broadly how the aims will be achieved:

1. To create the opportunity to succeed and provide positive verbal and written feedback (see target setting during lessons, self assessment procedures, anti-bullying policy, discipline and use of assessment to inform teacher's planning, marking policies, use of assemblies and display).
2. To encourage pupils to reflect on their actions and the consequences including how others feel and alternative behaviour (See discipline policy, Human Values programme, English and use of assemblies).
3. To provide information about the influence on people's attitudes and life styles, and different cultures and religions. (See English, history, geography, RE, music and art and Human Values programme and use of visitors and visits.)
4. To value children's contributions and establish that making a mistake is part of learning. (See target setting and self review, the modelling good interpersonal skills between adult and pupil, use of display).
5. To use learning materials, resources and role models that widen children's horizons, awareness of opportunities and shift attitudes which limit access or marginalise others. (See boys access to gym club and choir, girls to rugby, use of teaching strategies e.g. to encouraging boys to express creativity, and girls to be assertive and make decisions, use of visitors, schemes of work e.g. English, RE, PSHCE, music).
6. To offer experiences which enable children to practise a range of skills including appropriate assertiveness and co-operation with others. (See English, PSHCE, RE, use of role-play, opportunities to voice opinions and influence outcomes, use of small group work).
7. To have a shared understanding about behaviour and academic achievement (discipline procedures, Human values programme, use of target setting, SEN procedures).
8. To have a well-informed and trained staff with a shared commitment to equality of opportunity. (See staff inset procedures and policy development and role of subject co-ordinators).
9. To use assessment to inform teacher's planning. (See differentiation including the use of resources, clarified learning objectives, target setting, and use of IEP's).
10. To provide pastoral support as necessary including liaison with parents and others where appropriate (see role and responsibility of class teacher, opportunities to approach staff, procedures for racial harassment, anti-bullying, child protection and discipline).
11. To offer models of good practice in relating to others (See adult to adult and adult to pupil interactions).
12. To be flexible in arranging parent meetings and have clear and succinct communications with home.
13. To implement the LEA's code of practise for recruitment and selection.

14. The policy will be evaluated on a rolling programme through the school development planning procedures. e.g. through the review of individual subject policies and guidelines, discipline, teachers planning, assessment, recording and reporting policy etc.
15. Identify groups of children who by nature of their gender, disposition, SEN, including G & T, attitude etc, may benefit from educational support in a particular group e.g. single sex numeracy / literacy lessons etc.

Guidelines:

The management procedures and systems, roles and responsibilities for putting the policy into practice.

1. Accommodation / display / resources:

Display is a significant way of developing pupil's self esteem. Displays should be changed to represent a whole class over a period of time. The physical environment helps to create a stimulating environment which values children's contributions and various cultures. Gender, race and disability should be represented through positive images. Resources should be sensitive to stereotyping.

2. Monitoring, Evaluating and Reporting:

The school has a crucial role to play in the process of understanding and challenging the historical stereotypes that have grown up around male / female roles and the treatment of ethnic minorities and different religious and linguistic groups and those who are disadvantaged in whatever way. Some of the aspects of the curriculum directs itself specifically at these issues e.g. RE, PSHCE and English. Teachers should challenge the validity of stereotyping and myths that arise in pupil's discussions. All staff have a responsibility to ensure that there is equality of opportunity for children's access to the curriculum e.g. through differentiation and a balanced use of 'gender friendly' examples. Gender, race and disability should be given positive images through the choice of resources, material and display.

Subject co-ordinators should ensure that resources and displays are appropriate to support equality of opportunity. It is important that the classroom approaches value and recognise what it is that the children have done or completed successfully. This will help to promote self-esteem and self-confidence.

Access to the curriculum will be demonstrated by children's progress and differentiated planning e.g. IEP's.

Parents evening takes place three times a year and a written report goes to parents annually. Staff should use this opportunity to raise any concerns about social and personal development and discuss strategies to foster attitudes which are supportive of equal opportunities. Bullying including racial comments and behaviour or name calling should be dealt with through the discipline policy. Skills and appropriate attitudes should be developed across the curriculum.

The assessment of skills and positive attitudes requires teachers to set up activities which enable children to demonstrate their learning which the teacher can observe. Assessment

can take place on a rolling programme where the teacher cannot observe all the children at the same time.

3. Behaviour and discipline:

The behaviour and positive attitude which supports equality of opportunity for others is developed through PSHCE within a range of subjects as well as RE. This plays an essential role in supporting the school policies on equal opportunities. This also underpins the creation of an environment that helps to raise the standards of achievement in National Curriculum subjects.

4. Health and Safety:

Some members of the school may require physical provision to ensure access to the curriculum. The school has wheelchair access and hygiene provision. Guidance on the use of medical equipment (e.g. inhalers) is available in the staff handbook.

5. Use of visitors

Staff inviting 'visitors' to the school should clarify the school's requirements in line with its policies and curriculum needs; teachers should agree what their contribution will be and how the session will be conducted. No visitor should be left alone with a class. Visitors need to know the school's expectations on handling sensitive issues and its commitment to equality of opportunity.

6. Teaching and support staff

All staff, across all subjects and areas of the school have a responsibility to develop self-confidence, self-worth and self-esteem in children and adults alike. Teacher's planning and delivery must therefore take this into consideration (e.g. methodology, differentiation, and classroom practice including display, assessment procedures, discipline).

7. Staffing and INSET

The school follows the local authority code of practice when appointing staff.

The Headteacher will meet with each member of staff at least once per year to ensure that staff are being able to access training appropriate to their own professional development. Whilst the maintenance of teachers own Continuing Professional Development file is their own responsibility, the school has a responsibility to ensure that staff needs with regard to training etc are reflected within the school development plan.

All adults working in the school have a responsibility to provide positive role models for children, providing equality of opportunity for all, and challenging stereotypes and myths.

8. Monitoring and evaluation of the policy:

The objectives in the policy will serve as the criteria for a rolling programme of evaluation of the policy as part of the school development planning process.

Guidelines:

1. Resources- re faiths, cultures, SEN, sport, health, food.
2. Refer to : Inclusion Policy Display
 Assembly Policy
 All Curriculum Policies
 Behaviour & Care
 PSHCE Policy
 Anti Racism
 Anti Bullying
 Safeguarding

Further Guidelines for staff

1. When planning work over a period of time teachers should ensure an appropriate blend of resources to ensure equal opportunities for all children. Subject co-ordinators will be able to advise on appropriate resources re: multi faith education; multi cultural education; Special educational needs; sport for all; PHSCE; etc.
2. Because of the endemic nature of equal opportunities, teachers should ensure that the principles above are reflected in all their practice. Specifically several other policies should be read along with this policy, namely school policies on: Inclusion: Assembly: Discipline: Anti Racism: Anti Bullying: Display: PSHCE and all curriculum policies.

Reviewed:**Last Review:****Signed.....Governor**