

Donnington Primary School Equal Opportunities Policy

Mission Statement: Our mission is to provide all our children with high standards of teaching, learning and playing environments, so that each child can develop to his or her greatest potential and be prepared to move forward in study, work and play for their future success.

Our equality duties

We aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their potential, and recognise that for some pupils extra support is needed to help them to achieve and be successful.

We take our legal duties on equality seriously. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

We are required to publish equality information as well as equality objectives, which show how we plan to reduce or remove particular inequalities.

Our equality information and objectives will be published shortly on our website. Please contact us if you require any further information. (April 2012)

Aims of our Equal Opportunities Policy

Equality of opportunity at Donnington Primary School is about providing equality and excellence for all in order to promote the highest possible standards of attainment. Equality of opportunity applies to all members of the school community: pupils, staff, governors, parents/carers and other in the wider school community. We aim to ensure that the school meets the needs of all, taking account of ethnicity, culture, gender, sexual orientation, religion, language, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of adults and pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse, multi-ethnic and multi-lingual society.

Our Commitment to Race Equality

This section is designed to enable schools to meet the specific duties of the Race Relation (Amendment) Act 2000 which includes having a written race equality policy which at Donnington Primary School is part of this Equal Opportunities Policy.

We aim to fulfil this commitment by

- ensuring that all pupils and staff are encouraged and able to achieve to their full potential;
- respecting and valuing differences between people;
- preparing pupils for life in a diverse society
- acknowledging the existence of racism and taking steps to prevent it;

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- making the school a place where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued;
- promoting good relations between different racial groups within the school and within the wider community;
- ensuring that an inclusive ethos is established and maintained;
- opposing all forms of racism, racial prejudice and racial harassment;
- being proactive in tackling and eliminating unlawful discrimination.

This policy contains explicit and specific statements which reflect the school's commitment to promote race equality.

Leadership and Management

All the school policies reflect a commitment to equal opportunities, including race equality. A clear ethos is also set by the governing body and the school leadership, which reflects the school's commitment to equality for all members of the school community. The school promotes positive and proactive approaches to valuing and respecting diversity.

The school leadership will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.

Each member of staff contributes to the development and review of policy documents. The school ensures the involvement of governors and takes necessary steps to enable the contribution of parents/carers.

The evaluations of policies are used to identify specific actions to address equality issues. The development of teaching, learning and the curriculum are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

Additional grants and resources (such as those provided for minority ethnic and Traveller pupils) are target led and monitored.

School Ethos

The school opposes all forms of racism, harassment, prejudice and discrimination and publicly supports diversity. The school also actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

Each member of staff fosters a positive atmosphere of mutual respect and trust among staff, pupils and adults in the school community from all ethnic groups. The school also caters for the dietary and dress requirements of different religious groups and enables pupils and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all pupils to understand these.

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Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents.

All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. Pupils, staff and parents are also aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable. The staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Admissions and Attendance

The admissions process is managed by the local Authority for Reception onwards. Our admissions procedure for Nursery is monitored to ensure that it is administered fairly and consistently for all pupils, so that pupils from particular groups are not disadvantaged.

Comprehensive information about pupils` ethnicity, first language(s), religion, physical needs, diet etc. is included in all admission forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance, and appropriate personnel who are aware of community issues always follow up absence.

Procedures are in place for staff and pupils to support provision for leave of absence for religious observance.

There is a programme for admitting and inducting new pupils, including new arrivals, which includes peer support.

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

The curriculum builds on pupils` starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils who are looked after by the local authority
- pupils at risk of disaffection and exclusion

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to

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incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. We provide opportunities for pupils to develop a sense of their own identity and a sense of belonging to local and global communities and to recognise the contribution which they can make to those communities. It encourages pupils to explore bias and to challenge prejudice and stereotypes. Extra curricular activities and special events should cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued. All pupils also have access to the mainstream curriculum and teachers take positive steps to include all groups or individuals. We aim to develop a culture of success and positive attitudes.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, EAL, gender and background.

Assessment, Achievement and Progress

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias and that assessment methods are valid.

The monitoring and analysis of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

All staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know, understand and can do and are able to benefit from assessment, which summarises what they have learnt. Information from assessment is used to inform future learning and staff use a range of methods and strategies to assess pupils` progress.

Behaviour Management

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The school expects high standards of behaviour from all members of the school community as explicitly stated in our School Rules: *Respect Yourself, Respect Others, Respect Property and Always be Polite*. A specific Behaviour Policy supports this aim, supported by policies on Anti-bullying and Anti-racism.

Exclusions are monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of pupils.

The school's procedures for managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour and all staff operate consistent systems of rewards and sanctions.

Pupils, staff and parents/carers are aware of procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Personal Development and Pastoral Care

Pastoral support takes account of cultural, religious and ethnic differences, the experiences and needs of Travellers, and of refugee and asylum seeker children as appropriate.

The school will use a wide range of access strategies for pupils learning English as an additional language, encouraging them to use their first/home and community languages and takes account of and meets the needs of Traveller pupils. Providers of all services to the school are also required to demonstrate their commitment to equal opportunities.

Appropriate support will be given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt with in accordance with school policies and provided with relevant support to consider and modify their behaviour.

Partnership with Parents/Carers and the Community

Progress reports to parents/carers are accessible to ensure that all have the opportunity to participate in the dialogue. They are also encouraged to participate at all levels in the full life of the school.

The school works in partnership with parents/carers and the community to develop positive attitudes to diversity and to address specific incidents and takes steps to encourage the involvement and participation of under-represented groups of parents/carers and sections of the community.

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Meetings for parents/carers are made accessible for all. Parental/carer involvement is monitored to ensure the participation of all groups. Informal events are designed to include the whole community and at times may target minority or marginalized groups.

Staffing: Recruitment and Professional Development

The school adheres to recruitment and selection procedures, which are fair, equal and in line with statutory duties and LA guidelines. Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are made familiar with it as part of their induction programme.

The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff handbooks and regular professional development activities are available to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Responsibilities

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation and that the policy and related procedures and strategies are implemented.

The Headteacher will also ensure that all staff are aware of their responsibilities under the policy.

The Head teacher will be responsible for co-ordinating work in equal opportunities.

Monitoring and Review

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community and the effectiveness of the policy will also be evaluated each year by the Headteacher.

September 2010