

Pott Shrigley and Bollington St John's
Church of England Primary Schools



Sharing our Gifts and Growing our Talents Together

EQUAL OPPORTUNITIES POLICY

Philosophy

At Pott Shrigley and Bollington St John's we have a code of practice which enables all pupils to celebrate the diversity of our school community, ensuring that all individuals within the school can learn, teach or work in a non-threatening and supportive environment in which self esteem is enhanced. We have defined and identified unacceptable behaviour (racist, sexist, discriminatory or harassing) and offer strategies for dealing with the perpetrators and provide support for the victims. All staff take responsibility for these issues in all aspects of school life. We believe that, in order to achieve the above, every effort possible must be made to ensure that all individuals within this school are valued and have the opportunity to develop to their full potential within a context of mutual respect, justice and fairness.

Aims

To ensure that:-

- Every individual within the school achieves their full potential and has the same chance.
- No child is discriminated against due to any of the 9 protected characteristics as outlined in the Equality Act 2010 (age; disability; gender; marriage and civil partnership; pregnancy and paternity; race; religion; sex and sexual orientation.)
- Changing needs are responded to.
- We inform and educate staff, parents and children and remind ourselves of the issues.
- We can live in harmony and create a more equal society.
- We break down prejudices, reduce discrimination and build positive attitudes.
- There is a continuity of approach throughout the school.
- We promote understanding and mutual respect of all members of society regardless of differences.
- We work to a written common agreement which can be modified, monitored and evaluated.

Procedures

We need to recognise that the early, pre-school experiences of all pupils differ due to the diversity of experiences and cultural background. The class teacher will observe the child at play and in the classroom and note any areas of concern/development. The needs and previous experiences of all individuals will be

identified. The staff and headteacher need to work with the children or adult to establish the main issues. Parents will be involved and if appropriate outside agencies will be consulted. Clear and factual records will be kept and monitoring and evaluation procedures put in place.

The following lists the criteria for establishing the type of issue that could occur.

Identification of racism issues may be found in the following:

Fear - low self esteem, ignorance, intolerance, prejudice, misguided Nationalist feelings, media presentations, literature, religion, colonial attitudes (historical - negative assumptions), differences within racial groups, exploitation issues (national/international), family attitudes - strong influences, bigots (awareness that there are such people), behaviour issues (verbal/physical abuse, graffiti), patronising behaviour.

Identification of sexism issues may be found in the following:

Expectations, sport and leisure, attitudes (self image, peer groups, threatening), discrimination, class (culture, religion, political), labelling/assumptions (sexuality, language) literature, T.V., education (home, school, clubs etc.)

Identification of class issues:

'Classless society,', material goods (dress, designer labels), class mobility (up/down? within or between classes), self perception of class and place in the system (confidence, self esteem), ability to communicate (accent, vocabulary), dialect, stereotypes (accent), income earners, family size, attitudes (social, lifestyle, activities), opportunities available (or lack of), education (two tier), health, power and influence (behaviour, different codes), wealth/poverty (comparative measure), expectations (within class), status (royalty, aristocracy, expected patterns of behaviour).

Identification of physical issues:

Receive early information on any aspect of health which may affect the child/adult at school (from parents, the persons themselves, school health, G.P.s, Health Visitors, Speech Therapists etc.)

Strategies for dealing with issues

As the school continually promotes the ethos of equality in its every day procedures and policies through its religious assemblies and its delivery of the RE and PSHCE & Citizenship curriculum, then strategies are well in place and include the following:-

- Clear statements on the unacceptability of name calling, bullying, abuse (verbal, physical).
- Activities of a non stereotypical nature (home corner/role play, apparatus).
- Give more time and space for talk (i.e. class discussion times give all children equal opportunity to voice opinion).
- Give opportunity for individuals to discuss how they are feeling.
- Encourage the sharing of experiences (cultural and other).
- Role play experiences to include addressing age, disability, race and gender.

- Provide a differentiated curriculum by developing classroom approaches which allow individual differences but which do not make distinctions which have negative effects on children learning and developing.
- Provide an entitlement curriculum which aims to offer the same coherent and balanced curriculum and learning experiences to all learners.
- Scapegoating - be aware of this potential within the peer group and amongst parents
- Awareness of peer pressure
- Awareness of/sensitivity to home background expectations and attitude to out of school activities (which add pressure) and discuss issue with parents if appropriate
- A positive position taken by all school personnel on bilingualism and culture by the use of more community languages or display in school, visitors to school
- Staff on playground duty to look for 'loners', the 'macho' group, assertive pupils, physical contact, tight huddles of groups, high profile pupils, the non-demanding pupils, mixed group games
- Children will be encouraged to think about the exclusion of others and the effect it has
- Constructional materials - ensure that all pupils have equal access to all resources. Pupils may need specific encouragement/direction in the use of resources
- Involve all pupils in 'rule making' both for the classroom and the school.
- Use targets and rewards for individuals re: acceptable behaviour/attitudes.
- Make targets for behaviour achievable
- Peer approval/disapproval - involvement of children in decision making. Discussion on what is acceptable behaviour
- Monitoring groups within the classroom for: domination attitude, flexibility.
- Use of books, stories to reinforce positive attitudes
- Clear statements on adherence to disciplinary procedures within the school e.g. smiley faces for reward, whole class involvement, commenting on positive behaviour, self direction or peer group, encourage awareness of acceptable behaviour
- Clear definitive and understanding of the term 'bullying': that there is a 'victim', there has been intentional threatening behaviour to others, that differences have been highlighted, that several have been at variance with one (groups/packs), that personal possessions/clothing have been damaged
- Recognition that: children will 'clown around' as a strategy for dealing with a threatening situation, children need to be approved of by peers, a child will set his potential lower so that he does not appear different or to be approved of

Informing Parents

Parents will be informed of areas of concern about a child's behaviour, attitude, lack of achievement informally initially - by Class Teacher or Headteacher and this to be monitored by the school and the parents. Ongoing concerns will be discussed in depth with the Headteacher/parents. Parents who are unavailable / unwilling to

discuss will receive a letter which will be kept on file with an invitation to respond. Disciplinary action could result in total non co-operation on behalf of the pupil and continued unacceptable behaviour could result in exclusion procedures for the pupil.

Resources

Continual monitoring of resources within the school will take place to consider the messages the resources give (especially pictorial resources) and gender and the cultural aspects will be monitored for suitability and flexibility.

Staff Training

Staff meetings to discuss Equal Opportunity issues will take place as a means of monitoring / evaluating the policy. All staff have responsibility for Equal Opportunities but in the absence of a co-ordinator the Headteacher will attend courses and report back to staff. Advisory staff will be called upon for specific advice when appropriate. All staff will address equal opportunity issues for their own curriculum area of responsibility and report back.

Success Criteria

Successful implementation of the policy and practice will be evident in the following areas:

Quantitative Indicators: SATS's results
Attendance
Punctuality
Unauthorised absence
Number of computers in school
School uniform - number of requests for help with uniform
Number of free school meals

Qualitative Indicators: Playground interaction
Learning interaction (peers/adult)
Friendly and caring attitude
All members of the school community valued
Displays of work
Cleanliness of school site
A welcome 'feel'
Accessibility of school staff
Effectiveness of communication system
Teaching styles - formal/progressive/flexible,
Seating arrangements in classroom
Differentiated work on offer for pupils
Open-ended work
Ownership of Equal Opportunities Policy
Pastoral care of pupils
Do all children feel secure?
Perceptions of links with the local community

Evaluation / Monitoring of the Policy and Practice

The Headteacher will monitor the effectiveness of the Equal Opportunities policy and practice on a day to day level. The designated committee will review the policy regularly and report back to the Governing Body.

Date: October 2015