



WESTFIELD SCHOOL POLICY AND PROCEDURE

EQUAL OPPORTUNITIES

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EQUAL OPPORTUNITIES

POLICY DOCUMENT

Introduction

This Policy for Equal Opportunities Policy represents a commitment to a common set of values for promoting and achieving equality of opportunity within Westfield School.

The Westfield School Mission statement values the individuality of all of our students. We are committed to giving every student the opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences, abilities and needs. We offer a broad and balanced curriculum, and have high expectations of all children.

This Equal Opportunities Policy extends to adults: staff, parents and carers.

We believe that equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. This policy is underpinned by a set of common values, eg., each member of the school community agrees that collectively and individually we will:

- Acknowledge and value diversity;
- Actively promote a sense of respect towards the needs and feelings others;
- Comply with current equal opportunities legislation;
- Have zero tolerance of all forms of prejudice and unfair discrimination;
- Challenge attitudes that are based on stereotypes;
- Have a commitment to inclusive education in its broadest sense that will enable and support all pupils to achieve their full potential;
- Sustain a commitment to the positive development of all staff and governors;
- Ensure that all members of the school community and others engaged in school business will be accountable for complying with this policy.

This Policy for Equal Opportunities is part of the family of policies relating to Safeguarding and Child Protection. It is important the following policies are read in conjunction with this policy because these other policies help define equality of opportunity as it pertains to gender, sexual orientation, race etc. The policies that relate most closely to this policy are:

- Policy for Sex and Relationship Education;
- Policy for Pupil Behaviour and Student safety;
- Policy for Anti-bullying
- Policy for Safeguarding and Child Protection;
- Policy for Special Educational Needs and Disability;
- Whole School Staffing and Pay Policy.

Objectives

The objectives of this Policy for Equal Opportunities Policy are to:

- Develop an ethos which respects and values all people;
- Actively promote equality of opportunity;
- Prepare pupils for life in a diverse society;
- Promote good relations amongst people within the school community and beyond;
- Eliminate all forms of unfair discrimination, bullying, harassment or other oppressive behaviour;
- Deliver equal opportunities through our school's various policies, procedures and practices;
- Do our utmost, within available resources, to remove barriers which could limit or discourage access to the school's range of activities;
- Take positive action to provide encouragement and support to individuals and groups whose progress has been limited by stereotyping and cultural expectations;
- Monitor the implementation of equal opportunities and implement school improvement strategies in the area of equal opportunities.

The legal framework and definitions of discrimination

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

Equality of opportunity will only be realised in practice when the school is able to prevent any individual or groups of pupils/people being unfairly discriminated against. For the benefit of this policy, discrimination is defined as:

Direct discrimination: Where an individual or group receives less favourable treatment because of their identifying characteristic.

Indirect discrimination: Applying unjustifiable requirements and conditions which have a disproportionate impact on an individual or a particular group.

Racial equality

At Westfield School we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity, regardless of race, ethnicity or religion;
- promote good relations between people of different racial and ethnic groups;
- seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society.

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures

We endeavour to make our school and its environment welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children and we reflect this in the displays of work shown around the school.

Disability non-discrimination

Some children at Westfield School have medical, sensory or physical disabilities, in addition to their learning needs. We are committed to meeting the needs of these children and all reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children.

The school is committed to providing an environment that allows physical/sensory disabled children and adults full access to the school premises and to all areas of learning.

Teachers modify teaching and learning as appropriate for children with physical/sensory disabilities. For example, they may modify teaching materials or offer alternative activities if children are unable to manipulate tools or equipment.

Gender equality

We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of both boys and girls. These may include:

- ensuring that early literacy skills are promoted in all activities in the Early Years Foundation Stage;
- ensuring that the starting points for writing activities capture the interests and imagination of boys and girls alike;
- removing gender bias from our resources
- employing a variety of activities, and include a kinaesthetic element;
- making sure that our school environment promotes positive role models, in relation to learning and achievement;
- minimising stereotyping;
- providing challenge, competition and short-term goals;
- valuing and celebrating academic achievement in ways which will motivate both girls and boys.

If our analysis of pupils' attainment data indicates areas where girls achieve less well than boys – or vice versa - we will take measures to address this discrepancy. These may include:

- ensuring that individuals do not dominate certain lessons, for example by answering the teacher's questions more readily;
- ensuring that all learning activities are relevant to real life situations and problems;
- beginning lessons by clarifying the learning intentions, and giving the 'big picture';
- minimising female and male stereotyping;
- using praise and celebration of girls' and boys' achievements in those areas where they may traditionally achieve less well than the opposite gender.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to the relative achievement of boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

4. Roles and responsibilities

The Governing Body is responsible for making sure the school follows all of its equality and diversity policies and codes, and meets its legal responsibilities with respect to equality.

The Headteacher is responsible for:

- Giving a consistent and high-profile lead on equality and diversity;
- Promoting equal opportunities inside and outside the school;

- Ensuring policies and procedures are in place to comply with all equality legislation;
- Ensuring that the school implements its equality and diversity policies and codes of practice.

Staff members are responsible for:

- Promoting equality and diversity and avoiding unfair discrimination;
- Making sure they know what their responsibilities are and participating in support and training as necessary in order to carry them out;
- Challenging any incidents of unfair discrimination, or racial, sexual or other stereotyping, perpetrated by students or other staff
- Following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying

Implementation

No pupil will ever be refused admission on grounds of disability, gender, sexual orientation, race, religious, culture or ethnicity. The school will ensure that no pupil misses out on an educational opportunity due to financial constraints.

Staff appointments will be conducted in accordance with employment law to ensure compliance with equality of opportunity.

Teaching and learning opportunities will include topics, activities and reference to:

- The achievements and attributes of a diverse range of people from widely differing backgrounds;
- Accurately reflect the population of the UK today in preference to tokenistic or racial stereotypes;
- Use dialect, accents and language appropriately (ie., not to ridicule any particular group);
- Use a range of literature drawn from different traditions and/or incorporate stories or poems actually written by children from different cultures

The rights of all pupils to access a broad, balanced and suitably differentiated curriculum will be promoted at all times.

The relative rates of pupil progress will be analysed to identify any unexplained differences in the rates of progression achieved by different groups of pupils and any inequalities will be addressed.

The relative rates of absenteeism, incidents and commendations will be analysed to identify any unexplained differences of frequency experienced by different groups of pupils, and any inequalities will be addressed.

Teaching materials and school publications will be monitored to ensure the content is representative of a diverse community.

All allegations of inequality will be reported via the school incident book and investigated by the Headteacher, or an authorised deputy, who will report directly to the Governing Body and Local Authority as necessary.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- monitor the progress of boys and/or girls, comparing it with the progress made by other pupils in the school;
- monitor the progress of pupils from vulnerable groups – including specific SEN cohorts – and compare it with the progress made by other pupils in the school;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the Headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy was recommended for approval by the Children, Families and Community Committee on 23.5.16 and subsequently approved by the Full Governing Body.

To be reviewed every three years or sooner if it is considered necessary.

Signed _____