



All Saints Benhilton C of E Primary School Equal Ops Policy



Mission Statement

Together, within God's love, we celebrate and inspire today's minds for tomorrow's challenges.

Introduction

Following the Equality Act (2010) it is the statutory duty of all schools to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Publish information to show that we have due regard for equalities.
- Publish our equality objectives.

With that in mind we aim to promote an ethos which values and provides for all, and provide a balanced and broadly based curriculum which:-

- 1) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school; and
- 2) prepares pupils for the opportunities, responsibilities and experiences of adult life so that they are equipped to develop a positive attitude towards a pluralistic society.

Equal Opportunities Statements of Principle

• Discrimination on the basis of creed, colour, culture, origin, domestic background and ability is unacceptable in our school.

• Every person in school will contribute towards a happy and caring environment by showing respect for and appreciation of each other, as individuals.

• An objective for our school will be to educate, develop and prepare children, whatever their creed, culture, colour, origin or ability, for life.

• An equal opportunities philosophy will be practised by all staff.

• We promote the principles of fairness and justice for all through the education that we provide in our school.

• We ensure that all pupils have equal access to the full range of educational opportunities provided by the school

• We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs.

• We celebrate the range of cultural diversity in our community and show respect for all minority groups.

• We endeavour to make the school a welcoming place for all ethnic and national groups represented in the community.

• We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

At All Saints Benhilton School we believe that, within an atmosphere where children are valued as individuals, all pupils should follow a relevant curriculum which promotes these values.

We recognise that for each child to have maximum access to such a curriculum, those involved with the school must be aware of the importance of equality of opportunity and that there may also be a need to challenge forms of discrimination.

There are three main areas in which we need to actively consider equality of opportunity:

a. The school's organisation, management and development.

- The whole school will be proactive in promoting equality, and in tackling unlawful discrimination. This will be achieved through the planning of collective worship and lessons, through the school ethos in action, and through the wider curriculum planned.
- The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities and that the policy and its related procedures and strategies are implemented.
- The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking appropriate action in any case of unlawful discrimination.
- All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge and cultural bias and stereotyping; to support pupils in their class for whom English is an Additional Language and

- to incorporate principles of equality and diversity into all aspects of their work.
- The Headteacher is the member of staff responsible for reporting incidents of racism and harassment.

b. The educational context of the school.

- We will encourage, support and enable all pupils to achieve to the best of their abilities at All Saints Benhilton C of E Primary School.

c. The quality of relationships between pupils, staff, governors, parents and the community.

- We will create an environment which respects and values cultural, linguistic and religious differences.

There are certain groups within society for whom there may be barriers to equality of opportunity. This policy addresses the following:

1. Gender

2. Race and ethnicity

3. Religion

4. Special educational need

5. Disability

6. Social circumstance

7. Sexual orientation

Please also refer to the London Borough of Sutton's policies on Equal Opportunities In The Curriculum, Combatting Racial Harassment In Educational Premises and the Guidelines On Collective Worship In Schools.

GENDER

Rationale

Teachers and those who care for children must be aware of the possibility that sex role stereotyping "can severely restrict the aspirations of children to their detriment in adult life". (An Equal Start E.O.C.)

Guidelines

Foundation Stage

In the provision for under-fives, it is important that:

- All children have play experiences which will stimulate language development.
- Illustrations, posters and books are selected such that they are unbiased and representative of today's society.
- All children have the same access to toys, construction kits, dressing-up clothes and play situations.

Key Stage 1 and Key Stage 2

- Expectation of attainment across the curriculum should be the same for all children according to individual ability, irrespective of gender.
- Boys and girls are given similar treatment in the classroom, including the allocation of jobs.
- Children should not normally be grouped on the basis of gender. This applies to registers, classroom organisation and movement around the school
- All new teaching materials are to be selected to promote equality of opportunity.

RACE AND ETHNICITY

Rationale

The children who attend All Saints' Benhilton come from a variety of cultures and ethnic groups.

Guidelines

- Ensure that the curriculum in action reflects the many cultures of our society in order to increase intercultural understanding and mutual respect.

2. To demonstrate that all cultures are valued through appropriate resourcing. Curriculum co-ordinators should strive to resource each curriculum area with representative books, posters and artefacts. (Information and strategies for meeting the needs of bilingual learners may be found in London Borough of Sutton booklets, English Language Support for Bilingual pupils.)
3. Teachers should establish appropriate working groups of pupils and all children should understand that their teacher has high expectations of them.
4. The school recognises its part in the local community and care should be taken to involve parents and other representatives from ethnic minority groups in the education process.
5. In order to help pupils to develop positive relationships and to eliminate racism, teachers must be prepared to explore opportunities as they arise, perhaps through discussion following a particular event or story, to help pupils to recognise racism or prejudiced attitudes.

RELIGION

Rationale

Religious Education and Personal and Social Education help pupils to consider their personal identity, relationships and values.

"All those concerned with Religious Education should seek to ensure that it promotes respect, understanding and tolerance for those who adhere to different faiths." (D.E.S. Circular 3/89)

Guidelines

1. Secure and maintain a caring, Christian environment where positive and open minded attitudes towards culture and religion are developed.
2. Religious Education and Personal and Social Education will be delivered in accordance with the school's guidelines and The Southwark Diocesan Board of Education Syllabus.
3. As part of the school's commitment to a multicultural ethos the children will be made aware of a variety of religious festivals in order to foster respect and interest in the positive aspects of other cultures.
4. Children of all faiths are welcome to participate in school worship and assemblies.

SPECIAL EDUCATIONAL NEEDS

Rationale

Special Educational Needs may be those of a temporary or more permanent nature. They may be profound and multiple or those which are less apparent.

Teachers in the school are aware of the importance of identifying and providing for the individual needs of pupils following school policy and LEA guidance (1993).

"Pupils with Special Educational Needs share an entitlement with their peers to a broad and balanced curriculum." (LB. Sutton's Policy for Special Educational Needs)

Guidelines

Reference should be made to the school's policy for S.E.N. which meets statutory regulations.

SOCIAL CIRCUMSTANCE

Rationale

Educational success or failure has been closely related by research to linguistic, cultural and economic background.

"Schools should aim to question assumptions about pupils' ability and potential based on their appearance, their accent or their social origins and to raise their expectations." (L.B. Sutton's Policy Statement 'Equal Opportunities in the Curriculum')

Guidelines

- Staff should guard against making assumptions about children based on their physical characteristics, clothing or general appearance.
- Care should be taken to avoid inadvertently drawing attention to those pupils who differ from others, for example, in height, weight, manner of speech or accent.
- Regardless of social background, we should endeavour to make parents feel welcome and at ease in the school, so that they may be fully involved in their children's education.

D.f.E.E. publications and school literature could be provided in different languages where appropriate.

DISABILITY

Rationale

Discrimination against children with disabilities may arise from misunderstanding.

Guidelines

- focus on the skills and effort that these children may offer.
- To keep under review the facilities within the school environment, classrooms and play areas.

SEXUAL ORIENTATION

Rationale

In the Primary School we may not have to face difficulties associated with the sexual orientation of our pupils. "However, the central issue is concern for the dignity and value of people in society and not a promotion of their actions" (L.B.Sutton, 1993)

Guidelines

- Do not accept the use of derogatory language should it arise in the playground, classroom or any area of school.
- The promotion of equal opportunities and diversity is important to us as a school. Equality of opportunity is promoted as we build a community in which we all can take part and succeed.

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