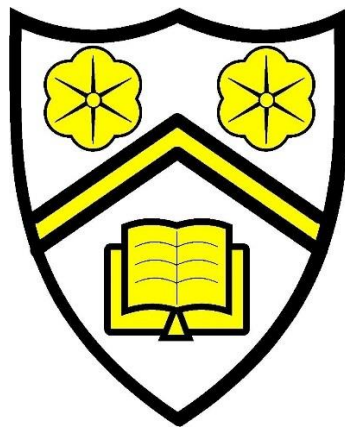


Whitehill Community Academy

Equal Opportunities Policy 2022-2023



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
J Roche	February 2016	Annually
J Roche	April 2018	Annually
J Roche	May 2019	Annually
J Roche	November 2020	Annually
J Roche	November 2021	Annually
J Roche	October 2022	Annually

WHITEHILL COMMUNITY PRIMARY SCHOOL

Equal Opportunities Policy

“Opening minds, unlocking potential, celebrating success together”

Whitehill is committed to enabling children to be **Ready** for a journey of lifelong learning, through an exciting, challenging and engaging school experience; developing **Respectful** children who embrace diversity and individuality; becoming **Responsible** members of society and being a positive influence on future generations.

Rationale

All pupils at Whitehill Community Academy have an equal right to develop and achieve their potential. Equality of opportunity underpins the Academy's curriculum and the work of the Academy. Children are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences. We recognise that all pupils are of equal worth regardless of cultural/ethnic background, religion, social circumstances, gender, ability and disability.

At Whitehill Community Academy we aim for an atmosphere of trust and respect among children as well as between teachers and children. The children are taught about how we should treat each other and, more importantly, how we learn to respect one another and ourselves as citizens of the world. The Academy also fosters an understanding of the diversity of cultures and needs that exist in the Academy and in the wider community.

Aims

- To have a code of practice which enables all the pupils/staff /parents to celebrate the diversity of our school community.
- To define all unacceptable racist, sexist, discriminatory or harassing behaviour and offer strategies for dealing with the perpetrators and provide support for the victims.
- We need to make sure that all staff takes responsibility for these issues in all aspects of school life.
- Every individual within the Academy achieves their full potential and has the same chance.
- Equal access is achieved by everyone for everyone.
- 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.
- Break down prejudices and build positive attitudes.
- To improve the quality of life for all individuals.
- To promote understanding and mutual respect of all members of society regardless of differences.
- Contributions from various cultures are included and acknowledged in the planning and teaching of the full range of National Curriculum subjects, resources and the Academy's displays, in order to prepare children for life in a culturally diverse society.
- An awareness of the unfairness and injustice of stereotyping is raised.
- To reduce discrimination by operating a just and fair school society.

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children. They will endeavour to establish an atmosphere within the Academy which effectively reduces prejudice and raises self-esteem, so that all children can develop independence, freedom of choice and a knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability. All Whitehill Community

Academy staff understand that we must challenge the concept of discrimination based upon differences of race, gender and special needs.

Strategies used in school that will carry out these aims are:

- Planning activities of a non- stereotypical nature such as the home corner and apparatus.
- Giving children time to talk in class discussions to give everyone opportunity to voice opinion and discuss how they are feeling.
- Encouraging the sharing of experiences - encompassing all equality issues.
- Reviewing/updating resources so that appropriate messages are presented to the children.
- Planning role-play experiences to include addressing age, disability, race and gender.
- Displays around the Academy promoting positive equality issues.
- Providing an entitlement curriculum, which aims to offer the same balanced curriculum and learning experiences to all.
- Involving children in rulemaking in the classroom and also at a whole Academy level through the school council.
- Using assembly time and collective worship themes to reinforce equal opportunity issues.
- Providing clear statements on the unacceptability of name calling, bullying, abuse (verbal and physical).
- Giving individuals the opportunity to discuss about how they are feeling.
- Encouraging the sharing of experiences (cultural and others).
- To make every effort to prevent 'scapegoating' within peer groups and amongst parents.
- To be aware of home background expectations and attitudes to out of school activities, which add pressure to the child and discuss these issues with parents when appropriate.
- Staff on playground duty do look for loners and macho groups, assertive pupils, physical contact, tight huddles of groups etc.
- Children will be encouraged to think about the exclusion of others and the effect it has etc.
- Lunchtime staff to play games which encourage co-operation.
- All pupils have equal access to all resources within the Academy.
- Class teachers are aware of monitoring dominating pupil attitudes within the classroom.
- To use assembly times to reinforce equal opportunities issues.
- To continue to have a very clear Academy behaviour policy.
- All staff follow the Restorative Justice system.
- To continue to have a very active pupil voice through our Academy Ambassadors and School Council where children's issues and ideas on school improvement can be listened to and acted upon.
- Using targets and rewards for children to reinforce acceptable behaviour and attitudes.
- Ensuring that all children will have equal access to all resources. Some children will need encouragement / direction in the use of resources.

The Curriculum

All children will have equal access to all aspects of the curriculum and school life. We will need to monitor our practices to achieve this. Children should be given the opportunity:

- To make choices without rejecting any as being inappropriate, e.g. sport, monitor jobs.
- To gain self-worth and self-confidence, freeing them to develop a sense of who they are and what they want.
- To have equal educational experiences so that they can make appropriate choices from a base of common skills and knowledge.
- The Academy promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls.

- Teachers should: (a) seek to organise the children to work together in mixed groups so they are less likely to develop antagonistic attitudes (b) ensure that areas in the classroom do not become a predominantly male or female domain, e.g. home corner, construction area.

Procedures

- The class teacher will observe the children in the classroom and at play - if there are any areas for concern then they should be monitored in the first instance. Depending on the nature of the concern the appropriate Senior Leader may be involved, or the Designated Safeguarding Led.
- The needs and previous experiences of all individuals will be identified.
- Identification of Racist issues (See Race Equality policy).
- Identification of sexism issues may be found in the following - expectations, generation gap, sport and leisure, attitudes (self image, peer groups, threatening), employment (opportunities, expectations, management, institutionalised sexism), discrimination, class (culture, religion, political), labelling/assumptions (sexuality, language), literature, T.V. press, education (home, school, clubs) etc.
- Identification of class issues - 'Classless society', material goods (dress, designer labels), ability to communicate (accent, dialect, vocabulary), stereotypes (accent), income, family size, attitudes (social, lifestyle, activities), opportunities available/not available, health, power and influence (behaviour), wealth, expectations, status (expected patterns of behaviour).
- Identification of physical issues - medical information which may affect the child/adult at the school from parents, school health, G.P.'s, Health visitors, Speech therapists etc. Most of the above will be available from the Inclusion Coordinator or the school office.
- The parents at Whitehill receive communications via Newsletters, Dojos, email and other correspondence. Each week we hold a coffee morning so that parents can feel that they can make suggestions or discuss general school issues in a more informal way. We also survey our parents by giving them an opportunity to comment on their child's end of year report and we also send out questionnaires to gauge parents' views and suggestions etc

Informing Parents

- All Racist incidents are recorded (see Race Equality policy).
- Parents will be informed of areas of concern about a child's behaviour, attitude, and lack of achievement informally initially - by Class Teacher or Principal and this will be monitored by the Academy.
- On-going concerns will be discussed in depth with the Principal/parents. Lesson reports and target sheets may have been tried.
- Parents who are unwilling to discuss issues will receive a letter, which will be kept on file with an invitation to respond.
- Disciplinary action could result if there is total non co-operation by the parent on behalf of the pupil then continued unacceptable behaviour could result in exclusion procedures for the pupil.

Resources

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

Staff Training

- Active participation of all Academy personnel is necessary for a successful policy. Staff meetings to discuss equal opportunities will take place from time to time as a means of monitoring and evaluating policy.
- All staff will address equal opportunity issues for their own curriculum area of responsibility and report back.
- All staff will be trained and updated for using the Restorative Justice system.

Admissions

The Academy follows the Governing body admission policy which does not permit race, colour or gender to be used as a criteria for admission.

Staff

Cultural diversity amongst the whole staff should be viewed positively. In all staff appointments the best candidate will be appointed based upon strict professional criteria. The help of parents in school will be acceptable irrespective of their cultural, racial, gender background. All staff should be aware of possible cultural assumptions and bias within their own attitudes.

Success Criteria

Equal opportunities will be recognised in the following areas:

Quantitative indicators - SAT's results, stable/rising roll, attendance, punctuality, unauthorised absence, class size, stability and staffing, commitment and involvement of support staff, regular visits from Psychologists, number of computers in school, school uniform, number of free school meals etc.

Qualitative indicators - Playground interaction, learning interaction, friendly and caring attitude, all members of the school valued, displays of work, cleanliness of school site, a welcome 'feel', accessibility of school staff, effectiveness of communication system, teaching styles, seating arrangements in classroom, differentiated work for the pupils, open ended work, pastoral care of pupils, do all children feel secure? Perceptions of links with the community.

Evaluation/Monitoring of Policy

Regular evaluation and monitoring will be used to measure teacher and learning effectiveness, communication, planning and tracking of progress.

Who Evaluates:

- Head of Inclusion
- All members of staff in order to improve, adjust, facilitate equal opportunities within the day to day running of the school and to bring individual perspectives to whole staff meetings.
- Governors - either at full Governors meetings or in committees.
- Parents - who will bring their own perspectives and perceptions.
- Pupils/learners - who will be involved in ongoing evaluations.
- Inspectorate (OFSTED, Advisory, HMI etc) - on programmed visits.

Who/what is evaluated and how?

- Staff – observations, planning, work scrutinies.
- Language used to further equal opportunities – performance management appraisals.
- The curriculum – policy/scheme reviews, planning.
- Learning goals set / appropriate – Targets displayed on display boards/in books.
- Resources used to reinforce positive issues of equal opportunities – reviewed by relevant coordinators.

APPENDIX A

Strategies for Differentiation

Areas for consideration include –

- Matching work to the child's previous experience.
- Valuing differences in outcome.
- Differing speeds in completing work.
- Parts of a complete piece of work tackled by different children.
- Consideration of different forms of input.
- Varying styles of teaching.
- Available resources.
- Additional help needed by certain pupils in terms of skills, resources and materials.
- The amount of revision /reinforcement required by different groups of children.
- Extension activities for some children.
- Strategies to ensure understanding.
- Matching curriculum to pupils' motivational levels.

Ways in which we can differentiate the curriculum

- Differentiation by task - set different tasks according to ability, experience and understanding.
- Differentiation by graduated tasks - We set essentially the same task but provide helper /support sheets for those having difficulty. Also provide extension sheets /activities for those who can cope with the greater challenge.
- Differentiation by outcome - The activity is open to allow pupils to produce work that is varied according to ability.

Differentiation through learning environment and process:

- By having a supportive learning environment: peer group share and support, class teacher support, support from a variety of learning strategies.
- Learning context: contexts relevant to the pupils, building upon pupils ideas and experiences.
- Organisation of the classroom: non-threatening but very challenging, variety of activities (small group to whole class).
- Organisation of groupings: Sets, single tasks, group etc.