



EQUAL OPPORTUNITIES POLICY

Our core moral purpose is encapsulated in the vision statement for the school: *Learning, enjoying and growing together!* Our focus is on learning not just within and across subject areas but also the personal development of all learners who attend our school. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential. There are no glass ceilings put on any of our learners; we wish to ignite a passion for learning and for life that will remain with them as they move on to their next phase of the learning journey elsewhere.

What sort of school are we?

Woodlands School is located in Glascote, a suburb of Tamworth. The school attracts pupils from a wide area well beyond its catchment, which reflects the popularity of, and the high regard the wider community has for the school. The school has been over-subscribed for many years; including for entry into Reception in 2015

There is only a small amount of learner **mobility** out of the school although the school frequently has new children coming in.

The percentage of **minority ethnic children** is as follows : 93.51% of learners are white British. The largest other groupings are Any Other Mixed Background (14 learners) and White and Black Caribbean (3 learners).

We have 11 learners whose First Language is not English (**English as an additional language**).

In terms of **religion**, 42% of children are Christian, 53% have no religion, 8 learners are listed as other religion and 2 are Muslim.

The percentage of learners with **Special Educational Needs** including Statements is 9.57% (28 learners). 4.09% of learners are deemed to be gifted and/or talented.

There are **6% more boys than girls** in the school but a **wide variation** in terms of gender balance **between different year groups**: 61% girls in Year 1, 56% boys in Year 2, 51% girls in Year 3, 55% boys in Year 4, equal split in Year 5, 62% boys in Year 6 and 60% boys in Reception.

The percentage of learners eligible for **free school meals** is 12%.

The percentage of learners who attract **Pupil Premium** funding is 22%.

There are three learners **looked after** by a local authority.

Teaching and support staff are predominantly white British.

(Data based on recorded data on SIMS, December 2015)

Aims of the Equal Opportunities Policy

Equality of opportunity at The Woodlands Community Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community - learners, staff, governors, parents and community members.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, race or ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. **It is important that in this school we meet the diverse needs of learners to ensure inclusion for all and that all learners**

are prepared for full participation in a multi-ethnic society.

All children at our school have unique talents and differences which are all equally valued. We have high expectations of all of our learners; all of whom are entitled to the opportunity to achieve and make the best possible progress.

Equal opportunities is a fundamental and basic human right that should pervade everything we say, do or think.

Within the school, staff will ensure that the Convention of the Rights of the Child (CRC) is embedded into the school ethos and curriculum. This means that they are aware that in order to thrive, all children need to:

- survive as a fit and healthy Person;
- be protected from harm and abuse;
- develop physically, mentally and socially; participate as an active citizen.

Staff will therefore:

Support an ethos in which diversity and difference is valued and not regarded as a problem (*CRC Article 2 – The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.*)

Value equally, the needs of all people (*CRC Article 3 – All concerned with children should work towards what is best for each child.*)

Promote self-esteem and raise expectations of all children (*CRC Article 28 – Young people should be encouraged to reach the highest level of education they are capable of.*)

Encourage all children to reach their full potential (*CRC Article 29 – Education should develop each child's personality and talents to the full.*)

Give all children access to the whole curriculum (*CRC Article 28 – All children and young people have a right to primary education.*)

Prepare children for life in a multi-cultural society (*CRC Article 29 – Education should encourage children to respect their own culture and the cultures of others.*)

Ensure that learners actively participate in decision making throughout the school (*CRC Article 12 – Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.*)

The school's Commitment to Race Equality

As a school, we are wholeheartedly committed to Race Equality. We aim to:

- ensure that all learners and staff are encouraged and able to achieve to their full potential;
- respect and value differences between people;
- prepare learners for life in a diverse society;
- acknowledge the existence of racism and take steps to prevent it;
- make the school a place where everyone, irrespective of their race, colour, ethnic or national origin - feels welcomed and valued;
- promote 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 school policies reflect a commitment to equal opportunities, including race equality.

The governing body and school management set a clear ethos which reflects the school's commitment to equality for all members of the school community.

The school promotes positive approaches to valuing and respecting diversity.

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

All staff contribute to the development and review of policy documents. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents.

The evaluation of policies is used to identify specific actions to address equality issues.

Teaching and curriculum development are monitored to ensure high expectations of all learners 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 learners) are appropriately targeted and monitored.

Staffing : Recruitment and Professional Development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and Local Authority guidelines.

Steps are taken to encourage people from under-represented groups to apply for positions at all levels in the school.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are 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, support and are encouraged to share their knowledge.

Regular professional learning activities are available for all staff members 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.

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all learners. The curriculum builds on learners' starting points. Where appropriate it will be differentiated to ensure the inclusion of:

boys and girls;

learners who receive pupil premium grant funding (Free School Meals/ Ever 6); learners learning English as an additional language;

learners from minority ethnic groups;
learners who are gifted and talented;
learners with special educational needs;
learners who are looked after by the local authority;
learners who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for learners of all backgrounds.

Equal opportunities are an integral part of the whole curriculum. We demonstrate our commitment to developing equal opportunities through our work to become a Rights Respecting school and embed the Convention of the Rights of the Child (CRC) into our school ethos and values, for children and staff. Our advocacy and promotion of the CRC throughout our school curriculum and beyond encourages the personal development of positive values and attitudes concerning equal opportunities. This should also value and support the cultural, linguistic, social, religious, personal and emotional experience of all children and adults.

Each area of the curriculum is planned to 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 learners. Learning Implementation Teams have a duty to ensure the curriculum reflects equal opportunities for all ages and at every level of ability.

The content of the curriculum reflects and values diversity. It encourages learners to explore bias and to challenge prejudice and stereotypes. Awareness of equal opportunities in society are promoted through the articles of the CRC and the common language of the CRC.

Extra curricular activities and special events cater for the interests and capabilities of all learners and take account of parental concerns related to religion and culture.

(See also the *RE (Collective Worship) Policy*).

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which learners feel all their contributions are valued.

All learners have access to the mainstream curriculum.

Teaching is responsive to learners' different learning styles and takes account of learners' cultural backgrounds and linguistic needs.

Teachers take positive steps to include all groups or individuals.

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

Teaching styles include collaborative learning so that learners appreciate the value of working together.

All learners are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers encourage learners to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster learners' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of learners, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Assessment, Learner Achievement and Progress

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

The school monitors and analyses learner performance by gender, ethnicity and background, Looked After Learners, those in receipt of the Pupil Premium Grant and learners with Special Educational Needs. Consequently, the school is able to identify groups of learners where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have very high expectations of all learners 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 learners with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All learners have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess learner progress.

School Ethos

The school vigorously opposes all forms of racism, harassment, prejudice and discrimination.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

Staff foster a positive atmosphere of mutual respect and trust among learners from all ethnic groups.

The school caters for the dietary and dress requirements of different religious groups.

The school enables learners and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all learners to understand these.

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 and local authority policies. *(See documentation used for recording and reporting any discriminatory incidents related to age, disability, gender (including transgender), religion/belief and sexuality).*

Learners, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such

behaviour is always unacceptable.

Staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

All children have an equal chance to be class helpers, play leaders, buddies, mentors, assistants to staff at lunchtimes and playtimes together with members of the School Council.

Behaviour, Discipline and Exclusions

The school expects high standards of behaviour from all learners.

Any 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 learners.

The school's procedures for disciplining learners and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may effect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline as stated within the school's Behaviour Policy. Children are all treated equally and are rewarded according to their own efforts and behaviour.

Learners, staff and parents are aware of procedures for dealing with harassment. They know any language or behaviour which is racist, sexist, homophobic or potentially damaging to unacceptable.

(See also the *Behaviour Policy*).

Personal Development and Pastoral Care

Pastoral support takes account of religious and ethnic differences.

The school provides appropriate support for learners learning English as an additional language and encourages them to use their home and community languages.

Appropriate support is 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.

Admissions and Attendance

The admissions process is monitored to ensure that it is administered fairly and consistently for all learners, so that learners from particular groups are not disadvantaged.

Comprehensive information about learners' ethnicity, religion, physical needs, and medical needs is included in all admissions forms.

The school and families are aware of their rights and responsibilities in relation to learner attendance and absence is always followed up by appropriate personnel who are aware of community issues.

Provision is made for leave of absence requests for religious observance which includes staff as well as learners.

Provision is made for learners on extended leave so that they are able to continue with their learning.

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

Partnership with Parents and the Community

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school.

The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.

Information material for parents is easily accessible in user friendly language. Every effort would be made to provide information in languages and formats other than English as appropriate.

Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

Informal events are designed to include the whole community.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

Responsibilities

The Headteacher is the member of staff responsible for co-ordinating work in equal opportunities. He is also responsible for recording and dealing with discriminatory incidents.

The Governing Body and Headteacher will ensure that:

- the school complies with all relevant equalities legislation;
- the policy and related procedures and strategies are implemented.

The Headteacher will further:

- apply equal opportunities legislation and guidance in the school's appointment processes and general procedures;
- ensure the application of the admissions policy;
- ensure that all staff are aware of their responsibilities under the policy.

The Headteacher and members of the SMT will:

- ensure equal opportunities issues are included in the Strategic Self Evaluation and Development Plan
- assess the impact of the Policy and communicate the outcomes to the Governing Body.

The Leader with responsibility for the Curriculum will:

- co-ordinate the curriculum in conjunction with Learning Implementation Team leaders/members to ensure equality of opportunity is represented in the core, foundation and extended curriculum.

Teaching staff will:

- ensure the implementation of this policy within the classroom and in their own dealings with staff, children and the school community;
- contribute to discussions about equal opportunity issues;
- reflect on their own procedures and routines to ensure that children are treated equitably;
- refer incidents and concerns, where appropriate, to the headteacher – including all discriminatory incidents/suspected incidents.

All school staff will:

- set an example in terms of their treatment of one another and display of tolerance and understanding towards the beliefs and cultures of others;**
- be vigilant for all types of discriminatory incidents and act upon them;
- proactively encourage learners to challenge stereotypical roles and prejudice.

The Learning Environment and Resources

Resources are purchased, prepared and selected which are free from gender or cultural bias. Regular audits of resources help ensure appropriateness and relevance. Resources found to present bias may be used as a starting point for discussion to raise issues. Such resources will be kept for this purpose only and others completely removed from use.

Displays in classrooms and around the school aim to reflect positive images and a diverse range of cultures.

Monitoring and Review

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

The effectiveness of the policy will be evaluated annually by the Lead Learning Team and reported to the Governing Body through the termly Headteacher's Report.

Monitoring will involve:

- collecting and analysing data to measure the school's performance and effectiveness;
- monitoring attainment and progress by racial group, analysing it and using it to examine trends;
- monitoring other areas that could have an adverse impact on learners' attainment such as exclusions, rewards and sanctions, attendance, racial harassment and bullying, parental involvement and membership of the governing body.

In particular, monitoring data will help to:

- highlight any differences between learners of different racial groups;
- ask why these differences exist and test the explanations given from different ethnic groups;
- decide what further action needs to be taken to improve the performance of learners.

This will be informed by reviewing available evidence linked to the following questions:

1. Does the school help all its learners to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
2. Which groups of learners are not achieving as much as they can? Why not?
3. Is the school making sure that its policies, including its Equal Opportunities Policy, are not having an adverse impact on learners, parents, staff or some racial groups?
4. How does the school explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English language difficulties?

5. What is the school doing to raise standards, and promote equality of opportunity for learners who seem to be under-achieving and who may need extra support?
6. What is the school doing to:
 - a. prevent or deal with racism?
 - b. prepare learners for life in a multi-ethnic society?
 - c. promote race equality and harmony?
7. What changes does the school need to make to relevant policies, their aims, and any related targets and strategies?

Development including Professional Learning

As a school we aim to:

Work with staff to ensure their continued professional learning in the understanding of the CRC to ensure they can apply the convention in real and meaningful social contexts, thus developing their understanding of equal opportunities.

Ensure staff have access to INSET, resources and time to develop good equal opportunities practice. .
Ensure that governors are aware of their legal responsibilities.

Build a bank of resources, literature and artefacts to support the equal opportunities curriculum and understanding of the CRC.

Consider cross-curricular issues such as equal opportunities and children's rights throughout all areas of learning within the curriculum.

Published Equality Statement

In line with statutory requirements, an Equality Statement is included on the school's website. This states:

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

Within the overall framework of the School Development Plan, we formulate specific and measurable equality objectives. These are kept under review and progress reported on annually.

Current objectives:

Develop staff awareness and understanding of alternative behaviour strategies for SEN learners.

Target provision to meet learners' needs to enhance progress by implementing the new SEN Code of Practice into provision and ensuring that all staff and parents are fully aware of its requirements.

Target learning for those with SEN and in receipt of Pupil Premium, ensuring that attainment and progress accelerates and that gaps between current levels and national and peer progress and attainment are narrowed.

