

SELATTYN C. of E. PRIMARY SCHOOL

Policy for Equality of Opportunity



Introduction

This policy statement outlines the commitment of the staff and Governors of Selattyn C. of E. Primary School to ensure that equality of opportunity is available to all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents
- Governors
- Visitors to the school
- Students on placement.

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

This policy statement reflects the consensus of opinion of the whole school community. It has been drawn up as a result of discussion with representatives of teaching and non-teaching staff, parents, governors and pupil representatives.

The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the equal opportunity co-ordinator, Headteacher.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social background
- Ability/Disability
- HIV/AIDS
- Belief
- Age
- Marital status
- Nationality/Citizenship
- Sexual orientation.

In the context of the school we feel the most appropriate definition is that:

Equal opportunity is the right of everyone to equal chances,
and each individual is respected for who they are.

Ethos and Atmosphere

- ❑ At Selattyn C. of E. Primary School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- ❑ There should be an ‘openness’ of atmosphere which welcomes everyone to the school.
- ❑ The children are encouraged to greet visitors to the school with friendliness and respect.
- ❑ The displays around the school are of high quality and strive to reflect diversity across all aspects of equality of opportunity.
- ❑ Although physical access to the main school building is difficult under normal circumstances, vehicular access to a rear school entrance can be easily arranged for disabled visitors.
- ❑ Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

Learning Environment

- ❑ There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children’s achievements in this light.
- ❑ Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- ❑ The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- ❑ The school places a very high priority on the provision for special educational needs. We aim to meet all pupils’ learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy).
- ❑ The school provide an environment in which all pupils have equal access to all facilities and resources.
- ❑ All pupils are actively involved in their own learning.
- ❑ A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

The taught curriculum

- ❑ At Selattyn C. of E. Primary School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum 2014.
- ❑ Our planning takes account of the differing needs of pupils and their progression.

Resources and Materials

The provision of good quality resources and materials within Selattyn C. of E. Primary School is a high priority. These resources should:

- reflect “the reality of an ethnically and culturally diverse society”
- reflect a variety of viewpoints
- show positive images of males and females in society including disabled people
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist or sexist materials.

Language

We recognise that it is important at Selattyn C. of E. Primary School that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals eg Native Americans rather than Red Indians.

Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

At Selattyn C. of E. Primary School our environment is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures and from different groups.

Extra-curricular provision

It is the policy of this school to provide equal access to all activities from an early age eg girls playing football, boys playing netball and mixed teams wherever possible.

We undertake responsibility for making contributors to extra-curricular activities aware of the school’s commitment to equality of opportunity (eg sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bilingual pupils

We undertake at Selattyn C. of E. Primary School to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

Traveller children
those from refugee families
pupils whose home language is not a standard form of English
pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.

Staffing and Staff Development

We are bound by the legal requirements of the Sex Discrimination Act 1975 and the Race Relations Act 1976, the Disability Discrimination Act 1995.

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils access to a balance of male and female staff at both key stages

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour eg

unwanted attentions (verbal or physical)
unwelcome or offensive remarks or suggestions about another person's appearance or character.

The school has a clear, agreed procedure for dealing with incidents such as these (see Behaviour Policy, Anti-bullying Policy]

Parents and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential

We wish to affirm our continuing commitment to reach out to other cultural groups within our immediate community and beyond.

Monitoring and Review

Equality of opportunity is identified as an area requiring careful and ongoing monitoring in the School Development Plan.

The person on the staff responsible for co-ordinating the monitoring and evaluation of the policy is Headteacher, Claire Morgan. She will be responsible for:

- ✦ Leading discussions in designated staff meetings which will include support staff, to discuss issues of equal opportunities within the school community.
- ✦ Working closely with the Governor responsible for this area.
- ✦ Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:
 - ✦ SATs results
 - ✦ participation in extra-curricular activities
 - ✦ exclusions and truancy
 - ✦ continuous assessment of children's learning
 - ✦ racist and sexist incidents
 - ✦ results from screening for specific learning needs
 - ✦ attendance.

POLICY UPDATED : March 2024

POLICY TO BE REVIEWED: March 2025

SELATTYN C. of E. PRIMARY SCHOOL

Public Sector Equality Duty Statement

Selattyn is a Church of England Primary School.

In our school,

We foster an atmosphere of respect towards all, towards ourselves and each other.

We value and appreciate each member of our school community as unique.

We value different identities in order that each person may live life in all its fullness.

We aim to deliver a curriculum which meets the needs of all our children and has a Christian thread running through all elements.

We value the faith, culture and traditions of every child and we encourage a strong partnership between parents, school, church and our local community.

Meeting Our Public Sector Equality Duty

Introduction

Selattyn C.E. Primary School is an inclusive school where we believe that all members of our community are of equal worth. We demonstrate our commitment to this by prioritising the well-being and progress of every child in our school and by striving to ensure that all members of our community are treated with fairness and equality.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups represented in the school.

Our approach to equality is based on the following key principles:

- All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- We recognise, respect and value people of different identities and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- We foster and promote positive attitudes and relationships, encouraging mutual respect between different groups and communities.
- We foster a shared sense of cohesion and belonging, we hope all members of our school community feel a sense of belonging and feel that they are respected and able to participate fully in school life.
- We observe good equalities practice for our staff, ensuring that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

- We have consistent, high expectations of all our children and believe all pupils can make good progress. We are committed to every pupil being able to reach their true potential in all areas of the curriculum and their school life.
- We work to raise standards for all pupils, including the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

EQUALITY ACT 2010

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED), also referred to as the “general duty” that applies to public bodies, including maintained school and academies, and which extends to all protected characteristics – ethnicity, disability, gender (including pregnancy and maternity, age, religion or belief, sexual orientation, marriage and civil partnership, sexual identity and transgender).

This PSED came into effect in April 2011 and all public bodies are required to have due regard to the need to:-

1. **Eliminate discrimination** and other conduct that is prohibited by the Act
2. **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
3. **Foster good relations across all characteristics** – between people who share a protected characteristic and people who do not share it

The Equality Act also places two specific duties on public bodies

The two specific duties require school to:

- Publish information to demonstrate how they are complying with the Public Sector Equality Duty by April 6th 2012
- Prepare and publish equality objectives by April 6th 2012

COMPLIANCE WITH THE PUBLIC SECTOR EQUALITY DUTY

Selattyn C.E. Primary School complies in the following ways:-

- We will have due regard to the need to endorse and follow the three points outlined above and to undertake the two specific duties.

DATA

- The school has and uses data on its composition broken down by year group, ethnicity and gender.
- The school has and uses data on its composition broken down by types of impairment and special education needs.
- The school uses data to identify areas where a child’s progress/attainment require further challenge or support and intervention. This data is scrutinised with regard to groupings and inequalities.
- The school uses data connected with gender, ethnicity and disability when setting objectives for the School Development Plan.

DOCUMENTATION AND RECORD KEEPING

- The Equality Act is considered when developing and reviewing various school documents, such as the Prospectus and the SDP.
- The School Vision and Mission Statement were reviewed in accordance with the school’s responsibilities under the Equality Act 2010.

RESPONSIBILITIES

- The Headteacher has responsibility for equalities matters.
- The Headteacher reports to full Governors on Equalities matters.

STAFFING AND RECRUITMENT

- The school follows the Local Authority protocol for recruitment of all staff.
- All staff and Governors are aware of this document.
- All staff are valued in their own right, regardless of ethnicity, gender, sexual orientation or disability.

BEHAVIOUR AND SAFETY

- The school has clear procedures for dealing with any prejudice bullying related incidents, the school has an Anti-Bullying Charter which is regularly reviewed with pupils and staff.
- The school is a UNICEF school.
- The school has a strong Christian Ethos with Christian values forming the backbone of our whole school rule of RESPECT.
- The school promotes British Values alongside Christian values as an every-day way of life.
- The school is truly inclusive in all activities and ethos.

CURRICULUM

- The school is truly inclusive in all activities and ethos and every child has the right to share in all aspects of school life regardless of ability, gender, ethnicity, religion, ability or disability.
- The school has published its Local Offer for Special Educational Needs and Disability on its website.
- The school pays focused attention to the attainment and progress of specific groupings of pupils. Extra provision and support is put in place where a need is identified through assessment.
- The school promotes every child and adult's spiritual, moral, social and cultural development.

CONSULTATION AND INVOLVEMENT

- The school has procedures for involving parents and carers in their children's progress and wellbeing and also in the life of the school.
- The school engages with groups within the local community and has regard for the concerns within the Equality Act in relation to these activities.
- The school has procedures for finding out what pupils think of their school and their learning. Their thoughts, feelings and ideas are listened to and taken notice of with regard to the Equality Act.
- The school has an active pupil School Council where all pupils have the opportunity to put forward their views, opinions and concerns.
- The school has an active PTA which is run following the whole school ethos.
- The school has procedures for finding out what parents and carers think of the school. Their thoughts, feelings and ideas are listened to and taken notice of with regard to the Equality Act.

**SELATTYN C.E. PRIMARY SCHOOL
EQUALITY OBJECTIVES FOR 2022 – 2023**

SELATTYN C.E. PRIMARY SCHOOL: Eliminate unlawful discrimination, harassment and victimisation		
OBJECTIVE	SUCCESS CRITERIA	TIME FRAME
Raise all pupils' and staff's awareness of British Values relating to discrimination, harassment and victimisation, through discussion and working within our school families.	Website includes school British Values Statement. Every pupil has the opportunity of discussing and working on issues relating to discrimination, harassment and victimisation in a mixed aged group to encompass whole school views. School signs up to being a UNICEF school and begins work on the programme of accreditation.	On-going On-going

SELATTYN C.E. PRIMARY SCHOOL: Advance equality of opportunity between people		
OBJECTIVE	SUCCESS CRITERIA	TIME FRAME
Inequality in progress and attainment for pupils within certain groups is tackled and the gap narrowed.	Through robust termly tracking and reporting to parents, any pupils who are not making expected progress or those who are making exceeded progress are identified and supported and challenged through intervention work. The gap is narrowed for those making less than expected progress and enhanced for those more able.	On-going

SELATTYN C.E. PRIMARY SCHOOL: Foster good relations between people		
OBJECTIVE	SUCCESS CRITERIA	TIME FRAME
To further parental involvement and voice in school	More opportunities for parents/carers are scheduled and undertaken throughout the year. Parent Governors play a more prominent role on the school yard to listen to concerns, ideas and opinions and report back to Headteacher and Governors.	Through-out the year on-going. On-going