

Summerfield Policy for Equality of Opportunity

Introduction

This policy statement outlines the commitment of the staff and *Governors* of

Summerfield Primary School to ensure that equality of opportunity is available to all members of the school community. These include:

- **Children**

- **Teaching staff**
- **Support staff**
- **Parents/Carers**
- **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. 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 leader in conjunction with the SMT and other subject/area leaders.

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
- Health issues
- 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

q At Summerfield 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.

q There should be an 'openness' of atmosphere which welcomes everyone to the school.

q The children are encouraged to greet visitors to the school with friendliness and respect.

q The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.

q Physical access to the school and facilities is possible for disabled visitors.

q Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

Learning Environment

q 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/Carers are also encouraged to view their own children's achievements in this light.

q Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.

q The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.

q The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme).

q The school provides an environment in which all pupils have equal access to all facilities and resources. Steps are taken to overcome any barriers to learning.

q All pupils are actively involved in their own learning.

q A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils in accordance with their learning styles.

The taught curriculum

q At Summerfield 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.

q Our planning takes account of the differing needs of pupils and their progression.

q We have a commitment to evaluate our curricular outcomes to ensure that what we have actually planned takes place.

Resources and Materials

The provision of good quality resources and materials within school is a high priority. Our resources will:

- reflect "the reality of an ethnically, culturally and sexually diverse society"
- reflect a variety of viewpoints
- show positive images of males and females in society including people with disabilities
- 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, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality.

Language

We recognise that it is important 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 Inuit rather than Eskimo, 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 Summerfield 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. We do this by enhancing and enriching curriculum provision and providing equal access to all activities from an early age.

Legislation

We are bound by the legal requirements of the following legislation:

The Sex Discrimination Act 1995

Human Rights Act 1998

Civil Partnership Act 2004

Gender Recognition Act 2004

[The Race Relations Amendment Act 2000](#)

[The Disability Discrimination Act 1995](#)

[The Disability Discrimination Act \(Amendment\) Regulations 2003](#)

The Disability Discrimination Act 2005

The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005

The Special Educational Needs and Disability Act (SENDA) 2001

[The Disability \(Pensions\) Regulations 2003](#)

[The Disability Rights Commission Act 1999](#)

[The Education \(Modification of Enactments Relating to Employment\) Order 2003](#): SI 2003/1964

[The Education Act 1996: Part IV](#)

The Employment Equality (Age) Regulations 2006:

The Employment Equality (Sex Discrimination) Regulations 2005

[The Employment Equality \(Religion or Belief\) Regulations 2003](#): SI 2003/1660

[The Employment Equality \(Sexual Orientation\) Regulations 2003](#): SI 2003/1661

The Equality Act 2006

Staffing and Staff Development

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, character, race, ability or disability, sexuality, gender

The school has a clear, agreed procedure for dealing with incidents such as these.

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 diverse groups within our immediate community and beyond.

Monitoring and Review

Equality of opportunity is identified as an area requiring careful and ongoing monitoring. This will include at appropriate times:

q Discussions in designated staff meetings which will include support staff, to discuss issues of equal opportunities within the school community.

q Working closely with the Governor responsible for this area

q 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 attendance issues
- continuous assessment of children's learning
- racist and sexist incidents
- results from screening for specific learning needs.

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