

ESSA PRIMARY ACADEMY



Equal Opportunities Policy

December 2019

Essa Primary Academy Equal Opportunities Policy

Rationale

Education is a powerful vehicle for transmitting values. Essa Primary Academy aims to combat discrimination and prejudice and ensures that all forms of discriminatory practice are removed. As this happens we can create an education and service of a high quality to all, irrespective of race, gender, class or disability.

Aims and Objectives

Our school aims and objectives, in partnership with parents, guide the members of the school community towards ensuring "All will succeed". It is these foundations which guide how we live, learn and educate at Essa Primary Academy and therefore they are evidenced in all that we do. We aim to provide a safe, happy, caring, well-ordered environment in which learning can take place and where each child is valued as an individual.

In order to provide equality of opportunity we endeavour to ensure that individual needs are assessed. Abilities, talents and present and previous experiences are monitored to give each child their full and appropriate entitlement to educational provision.

All staff, both teaching and non-teaching, responsibly transmit the values of equality and justice by developing an ethos with a multicultural, anti-racial perspective and by fostering an awareness of gender, disability and social background. Staff encourage the children to think for themselves by critically analysing and evaluating evidence and information, thus helping to avoid judgements based on prejudice. Staff will be aware of and take steps to avoid cultural, gender and social bias in assessment and evaluation. All management and school curriculum decisions have equal opportunities as a base as should all initiatives on the academy improvement plan.

We do this by:

- Providing a fun, stimulating and challenging learning environment.
- Reflecting our high expectations through encouraging independent learning and self-discipline.
- Establishing a mutually supportive partnership in which parents, carers, governors and staff share responsibility for the education of our children.
- Promoting an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- Working together to create a caring community of learners where every child feels safe and valued.
- Ensuring that all children have appropriate and equal access to the curriculum.

School Practice

Implementation of the aims of the policy arises through the exercise of good practice. At Essa Primary Academy, we see that all of the school community have a key role to play.

Staff

Recruitment of staff is made in line with EFAT Trust policies and procedures. Staff regularly re-evaluate attitudes and build an awareness of issues. If staff hear/see racist incidents they should follow the procedure set out in the schools' Behaviour Policy for dealing with racist incidents (see: Behaviour Policy). Staff follow agreed procedures for dealing with racist, or insensitive comments made by pupils during class discussions.

Parents

Essa Primary Academy actively encourages parental participation in the life of the school. This is done by them offering to share their skills or experiences with children, to support their own child's education through home learning and to share their views through parental questionnaires and regular contact with staff. To facilitate this at Essa Primary Academy we use:

- The welcoming atmosphere of the school
- Staff being flexible in the timing of meetings with parents
- Informing parents through face to face meetings, telephone contact, reports of the progress of their child and how we can work in partnership to support them
- Regular newsletters and letters to inform parents of events taking place
- Celebrating our successes by supporting our hardworking and enthusiastic Friends of Essa group through participation in and organisation of events

Pupils

Pupils at Essa Primary Academy are supported in understanding equality of opportunity through:

- Assemblies, which underline the aims of equality of opportunity mentioned in our statement ('All will succeed') and allow us to celebrate our cultural and personal identities and those of others.
- The daily experience of good practice.
- The use of PSHE and strategies such as circle time and anti-bullying week to raise and discuss issues.
- The value given to pupil voice through the mechanism of the Pupil Interviews, School Council and Young Mental Health Champions.
- Clear procedures that are followed in the event of a child experiencing discriminatory behaviour

Curriculum

All pupils have planned access to a broad and balanced curriculum.

The curriculum takes account of the school's responsibility to prepare the children for life in an ethnically and culturally diverse society. This means that:

In the classroom:

- All pupils are aware that the teacher has very high expectations of them and are continually challenged to reach higher standards.
- There is a range of teaching styles, including those which foster motivation and a sense of personal worth by drawing on pupils own personal experiences.
- The classroom is managed in such a way that all pupils feel engaged in learning, and are all motivated to persevere and contribute.
- The teacher fosters a positive atmosphere of mutual respect and trust amongst pupils.

- Both in teaching and in assessment, appropriate use is made of practical tasks and activities, objects and artefacts and pictorial and visual materials.
- On class outings and when receiving visiting speakers. Pupils learn from a diversity of experiences, perspectives and viewpoints.
- Support staff work in tandem with the class or subject teacher and play a full part in classroom management.
- Displays, where possible, will emphasise our commitment to celebrating each child's worth, showing an awareness of culture, language, gender and ability and will contain positive, non-stereotypical and challenging images in relation to: gender, ethnicity, nationality, culture, disability, age and religion.

Resources:

- We seek books that illustrate the positive contribution from people from ethnic minorities; women and people with disabilities have made and are making in society.
- Look closely at illustrations. Good illustrations depict particular people in particular settings, avoiding the pitfalls of caricature.
- Look carefully at facts and check accuracy.
- Check the original date of publication. Old books have value although history does not change – the interpretation of events and social attitudes do.
- The experiences of all children are reflected and used sensitively as a resource in class teaching.

Monitoring and Evaluating

Staff will meet for discussion on the progress of the policy. Information gained at these meetings will inform future action on policy review and development of appropriate resources and INSET needs.

Related policies

Anti-bullying policy

Exclusion policy

Child protection policy

E-Safety policy

Safeguarding policy

Uniform policy

Special Educational Needs and Disability policy

Policy updated: December 2019

Agreed by governors: _____

Next review date: September 2020