



## **EQUAL OPPORTUNITIES POLICY (Reviewed October 2016) (JHN.SP.012)**

### **Policy Statement**

All pupils at JHNA have an equal right to develop and achieve their potential. Equality of opportunity underpins the school curriculum and the work of the school. Children at JHN are treated as individuals with their own abilities, difficulties, attitudes, back grounds and experiences.

We aim for an atmosphere built on the Christian values of trust and respect among all members of the school community. We place a strong emphasis on understanding and celebrating the diversity of cultures and needs across our school.

**This should be read in conjunction with the SEND Policy, Disability Access Scheme, Attendance and Admissions, Inclusion Policy, Race Equality Policy and our Accessibility Plan.**

The Education Reform Act entitles all pupils in school to a National Curriculum, which is balanced and broad based. The National Curriculum includes cross - curricular dimensions such as equal opportunities for boys / girls, multicultural education and special educational needs. Wherever possible the curriculum will develop children's knowledge and understanding of different beliefs, cultures and needs.

### **PARENTS:**

We will introduce and communicate the equal opportunities policy to parents through the school prospectus, admissions meetings with parents and on parents' evenings.

### **CHILDREN:**

It is the right of every child irrespective of race, culture, class, gender, special needs or ability to achieve their full potential. Each child should have access to an education, which will enable him / her to utilise their talents to the full and achieve their potential. We must develop children to become sensitive to, and aware of ways in which equality of opportunity is denied and how this might affect them in society.



## **STAFF:**

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 school which effectively reduces prejudice and raises self-esteem, so that all children can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability.

As a staff we have to remember that we are role models. We must challenge the concept of discrimination based upon differences of race, gender and special needs.

## **AIMS**

To ensure that:

- every individual within the school achieves their full potential and has the same opportunities;
- every child is given access to the best possible level of achievement appropriate to its age and ability through appropriately differentiated work;
- staff, parents and children are informed and educated, and reminded of the issues to ensure a continuity of approach throughout the school;
- prejudices are challenged and positive attitudes are built;
- understanding and mutual respect of all children, regardless of differences, is promoted;
- contributions from various cultures are included and acknowledged in the planning and teaching of the full range of National Curriculum subjects, resources and school displays;
- an awareness of the unfairness and injustice of stereotyping is raised;
- any form of bullying including verbal, physical and psychological bullying by any group or individuals is challenged and addressed;
- high levels of acceptable group and individual behaviour are promoted by ensuring that all the school community are informed of school expectations and procedures;
- there is a commitment to minimising all school exclusions by implementing agreed strategies and procedures ensuring that each child is given the opportunity to achieve and succeed;
- absences, racist incidents and bullying incidents are recorded and monitored;



- No child will be excluded based on the grounds of their beliefs, gender, race or disability for instance.

**EXAMPLES OF 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.
- Providing a differentiated curriculum by developing classroom approaches that cater for individual differences but which do not make distinctions that have negative effects on children, their learning and development.
- Displays around school promoting positive equality issues.
- Providing an entitlement curriculum, which aims to offer the same balanced curriculum and learning experiences to all.
- Staff on playground duty to identify loners, the assertive group and negative physical contact.
- Children encouraged to think about the exclusion of others and the negative effect it can have.
- Involving children in rule-making in the classroom and at a whole school level through the school council.
- Develop tolerance and respect through sharing experiences and a focus on Christian values of Koinonia and togetherness.
- Using assembly time and collective worship themes to reinforce equal opportunity issues.
- 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.
- Subject leaders to address equality issues within their subject.
- Giving children a voice, through the school council.
- Sharing in various religious celebrations throughout the year.

## **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, music 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.



## RESOURCES

- Books, work cards, equipment and other resources will be checked to see that they are non-stereotyping.
- Children will be encouraged to learn to identify and question stereotypes if they are found in existing material.
- Resources such as computers, technology equipment and playground space will be allocated fairly.

## HIDDEN CURRICULUM

- Displays will show positive role models.
- There is a need to discuss and counter prejudices and hidden beliefs.
- The development and sharing of common interests will be encouraged.
- All pupil voices will be celebrated and valued.

Children's individual characteristics and feelings need to be respected and valued.

## STAFF TRAINING

Active participation of all school personnel is necessary for a successful policy. Staff meetings will take place as a means of monitoring / evaluating the policy. Also 'raising awareness sessions' will be planned.

All the staff has responsibility for promoting Equal Opportunities.

## SUCCESS CRITERIA

Equal Opportunity will be recognised or highlighted in the following areas:

- SATs results
- Playground/classroom interaction
- Displays in school
- Perceptions of Governors and Parents
- Teaching styles
- Differentiated work on offer to parents
- Use of resources
- Teacher assessment
- Quality of pupil voice and Christian reflection.



## **RACIAL EQUALITY** (see also Race Equality policy)

### **JHNA STAFF WILL TACKLE ALL FORMS OF DISCRIMINATION – ZERO TOLERANCE**

The main objectives we are working towards are:

- to prepare all children to live and work together, with equality of opportunity as part of a multi-racial world.
- to build on the strength of cultural and linguistic diversity.
- to raise awareness and enable children to recognise and challenge inequality.
- to meet effectively the particular educational needs of all children.

#### **IN THE CLASSROOM TEACHERS WILL:**

- raise awareness of similarities and differences of individuals and groups.
- where appropriate encourage positive role models from the community to support work in the classroom and arrange relevant visits to religious buildings.
- have high expectations so all children achieve their full potential, as well as encourage a positive self-image.
- give opportunities for children to express and evaluate their own opinions and to respect the opinions of others.
- at all times encourage children to challenge stereotypes, prejudices and racism.
- carefully choose books and materials and create displays that reflect the diversity within school, community and the wider world.
- audit / monitor their subject ensuring equality issues are addressed.
- be made aware of the ethnic mix, different religions and home language of children.
- identify children for EAL support.as a subject leader, ensure there are appropriate equality links.

#### **IN SCHOOL ORGANISATION AND MANAGEMENT WE WILL:**

- celebrate the success of individuals;
- ensure all staff, teaching and non-teaching, are informed of the policy.
- provide opportunity children to work with people from a variety of backgrounds and cultures in a wide variety of roles including work, domestic and recreational.
- monitor extra-curricular activities to ensure that children from all cultural groups are encouraged to take part.
- carefully monitor data available to school, to ensure that all children are encourage to achieve their full potential.



## **IN SCHOOL ORGANISATION AND MANAGEMENT WE WILL:**

- celebrate the success of individuals.
- avoid unnecessary separation of sexes, unless a specific educational purpose is being met.
- ensure staff positions are not limited to one sex, where possible.
- ensure all staff, teaching and non-teaching, are informed of the policy.
- provide opportunity for girls and boys to see women and men in a wide variety of roles including work, domestic and recreational.
- ensure that the discipline policy will be the same for both girls and boys.
- make sure extra-curricular activities will be available to all children and timetabled to avoid stereotyped classes.

## **DISABILITY**

All children are given the opportunity to recognise and respect individual differences and abilities. We are all unique and therefore have the right to be treated as individuals.

We will endeavour to:

- raise awareness of the varying needs of others.
- highlight and celebrate the differences between each other.
- raise awareness of the need for appropriate facilities to be available for people with disabilities, e.g. wheel chair ramps.

This will be achieved through:

- appropriate discussions.
- topic links, e.g. work on the body.
- visiting speakers.
- appropriate resources, e.g. positive images in books/stories/displays.
- following the inclusion policy.

Links to:

- Safeguarding
- EMA Policy
- Disability, Race and Gender
- Equality Scheme
- PHSE
- Accessibility Plan
- Inclusion (SEND Policy).
- Admissions and Attendance



<b>Equality Objective</b>	<b>Success Criteria</b>	<b>Actions required to achieve objective</b>	<b>Aims of the Equality Duty</b>	<b>Protected Characteristics</b>
To further develop 'quality first' teaching to meet the learning needs of all children through schemes of work and lesson planning.	Improved quality of teaching in all classes and increased progress of children at risk of under-achievement.	Termly monitoring of quality of teaching and learning, including available teaching resources and deployment of Teaching Assistants,.	Advance equality of opportunity	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓
Continue to provide equal opportunities for all staff in terms of professional development and training.	That aspirations and training needs identified through the appraisal process are met.	Ensure all members of staff have participated in an appraisal process.  Staff members have been given the opportunity to identify personal development points  The needs that have been identified are addressed.	Advance equality of opportunity  Foster good relations	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓



<p>To ensure equality of access to:</p> <ul style="list-style-type: none"> <li>• The physical environment</li> <li>• The learning environment</li> <li>• out-of-school activities including after-school clubs, trips, and visits</li> </ul>	<p>For all children to have the opportunity to progress and achieve well and to be prepared for life in a diverse society.</p>	<p>Annual visit by the health and safety governor to review the site with view to maintaining and improving accessibility.</p> <p>Termly meetings with SEN governor to ensure provision of access to the curriculum by all.</p> <p>Raising staff awareness of disability through training as need arises.</p> <p>Progress review meetings where individual needs are closely monitored and provision is made as necessary.</p>	<p>Advance equality of opportunity</p>	<p>Race ✓</p> <p>Disability ✓</p> <p>Gender ✓</p> <p>Religion or Belief ✓</p> <p>Sexual Orientation ✓</p> <p>Age ✓</p>
--	--	--	--	--