



## St Athan Primary School Policy for Equal Opportunities

St Athan Primary School is committed to providing an environment which is conducive to learning and where all children can develop skills and attitudes for life. Each child is valued and respected regardless of ability, race, gender, religion, social background, culture or disability and is offered a child-centred curriculum, opportunities to develop to their full potential, the means to develop physically, intellectually, emotionally and socially and the chance to develop good behaviour and responsible attitudes for life.

This document details the school's commitment to equal opportunities and fulfilling its legal obligations under the Race Relations Act 1976, the Race Relations (Amendment) Act 2000, Sex Discrimination Act 1975, Equal Pay Act 1970, and Disability Discrimination Act 1995.

The Employment Equality Regulations 2003 and The Employment Equality Regulations 2003 also apply to equality of opportunity in employment.

This document sets out how the St Athan Primary school complies with this requirement. This policy is a positive commitment by the school to work towards equality of opportunity and to ensure that discrimination and harassment are combated.

It is our policy to ensure that each member of the school community:

- \*Respects others and is respected
- \*Takes part in the full life of the school
- \*Achieves his/her potential
- \*Has the opportunity to exercise choice

## **Aims of Equal Opportunities Policy**

At St Athan Primary School we have high expectations. We educate for success, valuing and respecting everyone in our community, promoting confidence to achieve our full potential.

Equality of opportunity 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, pupils, staff, governors, parents and community members. It is based on the following core values and ethos as expressed in this school's aims/mission statement.

We aim to create a school which:-

- \*Places importance on achievement.
- \*Helps children to become independent learners within a secure, friendly and stimulating environment.
- \*Recognises children as individuals, giving them the confidence to reach their full potential in all aspects of school life.
- \*Actively communicates with each other, recognising and valuing our contributions in the education and personal development of all children.
- \*Creates a sense of responsibility, respect and caring for self, others, the environment and the wider community.
- \*Enables everyone to meet the challenges of our ever changing world
- \*Recognises the commitment of all, to achieving our vision

## **The School's Commitment to Race Equality**

St Athan Primary School provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens.

Staff will ensure their approach to all children is non-discriminatory, that all groups have equal access to the full range of educational opportunities provided by the school and that diversity is celebrated. The school equally values the contribution made by all stakeholders and will not discriminate against anyone on the grounds of their racial or ethnic origin, gender, religious beliefs or, where practicable, disabilities.

The National Curriculum encourages schools to:

*"Prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds."*

St Athan Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

We encourage our pupils to appreciate

- \*the importance of celebrating festivals from diverse faiths.
- \*that minority ethnic groups include Gypsy Travellers, Refugees and Asylum-seekers
- \*the important contribution immigrants and their descendants have made to Britain.
- \*the importance of Global Citizenship.
- \*the importance of strong home/school and wider community links.

### **Leadership and Management**

- \*All the 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 are given status and support and are for all members of the school community.
- \*The school promotes positive and proactive approaches to valuing and respecting diversity.
- \*The school management will work in partnership with others to promote equality of opportunity, 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/carers.
- \*The evaluation of policies are used to identify specific actions to address equality issues.

\*Teaching and curriculum development are monitored to ensure high expectations of all children and appropriate breadth of content in relation to the school and the wider community.

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

### **Staffing: Recruitment and Professional Development**

St Athan Primary School adheres to recruitment and selection procedures, which are fair, equal, and in line with statutory duties and LEA 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 and support and are encouraged to share their knowledge.

\*Staff handbooks and regular professional development 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 children.

\*The curriculum builds on children's starting points and is differentiated appropriately to ensure the inclusion of:

\*boys and girls

\*children learning English as an additional language

\*children from minority ethnic groups

\*children who are gifted and talented

\*children with special educational needs

\*children who are looked after by the local authority

\*children who are at risk of disaffection and exclusion.

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

\*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 children.

\*The content of the curriculum reflects and values diversity. It encourages children to explore bias and to challenge prejudice and stereotypes.

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

### **Teaching and Learning**

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

\*All children have access to the mainstream curriculum.

\*Teaching is responsive to children's different learning styles and takes account of children's cultural backgrounds and linguistic needs.

\*Teachers take positive steps to include all groups or individuals.

\*Child 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.

### **Assessment, Pupil Achievement and Progress**

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

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

\*All children 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 children' progress.

## **School Ethos**

St Athan Primary School opposes all forms of racism, harassment, prejudice and discrimination.

\*We 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 children and adults from all ethnic groups.

\*The dietary and dress requirements of different religious groups are catered for.

\*St Athan Primary School enables children and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all children 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 school policies.

\*Children, staff and parents/carers 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.

## **Behaviour, Discipline and Exclusions**

St Athan Primary School expects high standards of behaviour from all children.

- \*The school's procedures for disciplining children and managing behaviour are fair and applied equally to all.
- \*It is recognised that cultural background may affect behaviour. This school takes this into account when dealing with incidents of unacceptable behaviour.
- \*All staff operate consistent systems of rewards and discipline.
- \*Children, staff and parents/carers are aware of procedures for dealing with harassment. They know that any language or behaviour which is potentially damaging to any minority group is always unacceptable.

### **Personal Development and Pastoral Care**

- \*Pastoral support takes account of religious and ethnic differences, and the experiences and needs.
- \*The school provides appropriate support for children learning English as an additional language and encourages them to use their home and community languages.
- \*The school takes account of and meets the needs of pupil's whose parents are in the armed forces.

### **Admissions and Attendance**

- \*Comprehensive information about children's ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.
- \*Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.
- \*Provision is made for leave of absence for religious observance which includes staff as well as children.

### **Partnership with Parents/Carers and the Community**

- \*Progress reports to parents/carers are accessible and appropriate, in order to ensure that all parents/carers have the opportunity to participate in the dialogue.
- \*All parents/carers are encouraged to participate at all levels in the full life of our school.

- \*The school works in partnership with parents/carers and the community to develop positive attitudes to diversity and to address specific incidents.
- \*The school takes steps to encourage the involvement and participation of under represented groups of parents/carers and sections of the community.
- \*Information material for parents/carers will be made available, on request, in user friendly language.
- \*Meetings for parents/carers are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

### **Responsibilities**

- \* The Governing Body and Head teacher will ensure that the school complies with all relevant equalities legislation.
- \*The Governing Body and Head teacher will ensure that the policy and related procedures and strategies are implemented.
- \*The Head teacher will ensure that all staff are aware of their responsibilities under the policy.

### **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 in one year by the member of staff responsible for Equal Opportunities.

### **Conclusion**

This policy should be read in conjunction with the Equal Opportunities and Race Equality.

Signed: .....Chair of Governors

Date: .....

