

Lewknor C of E Primary School

Equal Opportunities Policy

(including Equality Objectives)

November 2014 – Review November 2018

Promoting equality within school

Lewknor Primary School recognises that all individuals have fundamental human rights and therefore adopts a rights based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.

We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying the following principles within school.

Aims

- To act positively and have due regard to the need to challenge and eliminate unlawful discrimination within school and the community
- To promote spiritual, moral, social and cultural development with particular reference to issues of equality and diversity.
- To promote cultural development and understanding through a rich range of experiences.
- To provide a positive and caring environment within the whole school, reflecting the ethos and the overall aims based on Christian values
- To promote equality of opportunity in the admission of children to the school
- To admit children regardless of gender, race, religion, social group, disability or special needs while ensuring a high standard of educational support for all children on the school roll
- To promote values and attitudes that relate to equal opportunities
- To tackle prejudice and promote understanding in relation to people with disabilities

Principles

We recognise the need to encourage children to develop:

Respect for self

- A positive self-image
- A confident sense of their own identity
- A willingness to express their own thoughts, feelings and ideas
- Recognition of their own achievements
- Knowledge of the achievements of their own gender/culture/social group

Respect for others

- A respect for the equal rights of others
- A sympathetic understanding of others ideas, feelings and points of view
- An appreciation of the achievements of other individuals regardless of social or ethnic group
- A recognition of the damaging effects on rejected individuals and groups of prejudice and discrimination
- An understanding of the dangers of stereotyping individuals and groups

Practice

Curriculum and Learning

The school ensures that each child has equal access to all areas of the curriculum. Children with

special needs are occasionally withdrawn from class at appropriate times and careful attention is paid to the balance between individually-supported work and integrated work with the remainder of the class.

We strive to ensure that there is no gender bias in the school day.

For core curriculum subjects pupils are often seated according to ability; mixed gender groupings in the classroom are the normal practice and opportunities for collaboration between girls and boys are encouraged.

There is no gender discrimination in the allocation of equipment and tools for technology and other practical sessions. Boys and girls alike participate in occasional sewing, cookery and PE lessons.

Play times are organised to ensure that, for example boys are not allowed to monopolise areas of the playground for exclusive games of football. Comments based on sex-stereotyping (e.g. "Boys are brave and don't cry" or "Nice girls don't play rough games") are discouraged.

Pupils of both sexes participate equally in all sporting activities, including football, netball, rounders, touch rugby and quick cricket. All extra-curricular clubs and activities are open to both sexes, and where both boys and girls have elected to participate in such clubs, mixed gender teams may and have represented the school.

Whilst there are a few people in the local community from minority ethnic, cultural or religious groups, we are sensitive to the different needs of pupils from such a background, for example if they wished to opt out of our Anglican acts of worship. Our RE Policy reflects our desire to teach a positive understanding of other religions and more generally we are proactive in promoting the multi-cultural dimensions of education through stories, other texts, music, art and other activities and resources.

We promote positive attitudes towards disability and pupils are encouraged to be understanding of and supportive towards those with such difficulties. We are keen to work closely and flexibly with other professionals when the need arises such as Speech and Language Therapists or Occupational Therapists, to help disabled pupils overcome or minimise the problems caused by their incapacity.

Behaviour

When incidents take place that, whilst not necessarily being sexist, racist or otherwise based on overt discrimination, include an element of name-calling, insult or rejection, these are dealt with appropriately by staff under the provisions of our Behaviour Policy. In all such cases, it is made clear that it is the behaviour rather than the child that is unacceptable.

Staff, governors, parents and other visitors

The School's personnel practices, including recruitment, retention and remuneration are carried out in accordance with the Local Authorities Equal Opportunities in Employment Policy.

We operate an open school policy and all governors, parents and other members of the community are encouraged to become involved in school activities. The school building has toilet facilities suitable for wheel chair access and through our Health and Safety Policy we endeavour to minimise hazards for the less able bodied by keeping routes through the building clear of obstructions.

Appendix 1

Definitions (As defined in the Comprehensive Equality Policy of OCC March 2004):

Institutional racism: The collective failure of an organisation to provide an appropriate and

professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic groups.

A racist incident: Any incident which is perceived to be racist by the victim or any other person.

Victimisation: is where a person is treated less favourably than another because she/he has brought proceedings, given evidence, or raised a complaint by the Disability Discrimination, Race Relations or Sex Discrimination Acts.

Harassment: is unwanted conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

Direct discrimination: consists of treating a person less favourably on the grounds of their sex, race (etc.), than others would be treated in the same or similar circumstances.

Indirect discrimination: consists of applying a provision, criterion or practice, which although applied equally to both sexes or all racial groups (etc.) has the effect of excluding, penalising or treating less favourably a particular group, causing a detriment to those unable to comply and which cannot be justified.

Aspects of this policy are also reflected in the following policies of Lewknor School:

- Admissions
- Behaviour
- Health and Safety
- RE

Signed (Headteacher)

Date November 2014

Signed (Chair of Gove)

Date November 2014

Lewknor Church of England Primary School Equality Objectives 2017-2018

Public Sector Equality Duty Statement

Introduction

This document describes how Lewknor C of E Primary School intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be published on the Policies page of the school website.

ACTIONS	PROGRESS
Update and review the Equal Opportunities policy. Policy to be made available to all stakeholders through school website, newsletter and staff meetings.	By November 2018
Narrow the attainment gap for vulnerable children by ensuring increased opportunities and improved outcomes. Closely monitor the attainment and progress of disadvantaged children.	Analysis of teacher assessments (at least three times a year) and annual data. Gap to close for specific groups. All staff and governors are aware of progress of different groups.
Promote positive images, which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies / collective worship, books, learning materials and in classroom / corridor displays.	our school's diversity to be reflected in school displays across all year groups – on-going.