



Akaal  
Primary School

# Policy for the promotion of Equal Opportunities



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2015**

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# Akaal Primary School: Policy for the promotion of Equal Opportunities

## Equal opportunities statement of commitment

This policy describes the way in which Akaal Primary School will meet the requirements of the *Equality Act 2010*. This Act replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act. The policy will be applied to all staff, pupils and Trustees, as well as any volunteers or visitors working in the school.

## Ethos

The school prospectus clearly sets down our aims, objectives and ethos, which includes sikh values and tenets. The Trustees and school are committed to a policy of equality and aim to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

## Principles

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, Trustees, parents/carers and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, Trustees, parents/carers and pupils from whatever race, ethnicity, disability, gender and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

We aim to provide a happy and safe environment where all can flourish and where cultural diversity is celebrated.

## Purpose

- To provide a learning environment for all, where pupils and adults will reach their full potential whatever their racial groups, gender, physical disabilities and/or appearance, social class, background and age .
- To carry out our legal duty in complying with the relevant legislation(including The Sex Discrimination Act, Race Relations Act, Disability Discrimination Act and Employment Equality Regulations).
- To ensure that no pupil or adult will be treated less favourably, on the grounds of race, gender, ability, sexual orientation or health and where expectations of all are equally high.
- To ensure that pupils and adults at our school begin and continue their lifelong learning journey, by receiving the broad and balanced education needed to succeed in a changing and diverse society.
- To challenge direct and indirect discrimination, victimisation and harassment.

# **Akaal Primary School: Policy for the promotion of Equal Opportunities**

## **Aims**

In order that we can achieve our aims, Akaal Primary School will constantly strive towards ensuring that:

- all pupils achieve their full potential, and that reasonable adjustments will be made to make learning accessible to all, regardless of disability.
- our expectations of all pupils are equally high
- all pupils have equal access to the school facilities
- all pupils have equal access to the curriculum
- all pupils have equal access to resources and that full use is made of them
- we promote and present positive role models
- the school reflects the community it serves and responds to its needs
- pupils are prepared for the next stage of their life and education in a diverse and multi-ethnic society
- pupils and adults understand what prejudice means and how discrimination occurs
- a positive ethos and environment is developed within the school
- the school challenges and deals effectively with racist incidents and other discrimination
- the curriculum offered is made relevant to all pupils and their families.

## **Promoting the Basic Skills**

The teaching and learning of the basic skills at our school is considered to be of great importance, as these skills open the door for other skills and knowledge. Emphasis is placed on the teaching and learning of literacy, language and numeracy, ensuring that equal opportunities are given to all.

Individual work programmes are devised for pupils who are in need of them. Staff work closely together to support pupils with special educational needs and/or disabilities.

## **Teaching methods**

Staff are expected to vary and change their teaching methods to suit the pupils being taught. This includes the learning content, social interaction and learning opportunities to ensure equal opportunities are offered to all.

All learning support staff, including those supporting SEND and EAL pupils will be well briefed to maximise the learning of their pupils.

## **Allocation of pupils to classroom activities**

Steps are taken to ensure that pupils have access to a range of activities and equal opportunities in the course of the day, week, term, year and key stage as follows:

- careful planning of activities
- scrutiny of children's work
- scrutiny of teacher planning
- lesson observations to assess the progress of **all** groups
- pupil interviews

# **Akaal Primary School: Policy for the promotion of Equal Opportunities**

Pupils of different ethnic groups, both genders and abilities are expected to work together co-operatively and collaboratively no matter what their ethnic group or ability. No pupils are excluded from any activity unless in extreme cases where dangers to health and safety are identified.

## **Allocation of pupils to teaching groups**

Pupils are allocated to their teaching groups, fairly and equitably. Children are allocated to different groups for different subjects, contexts and situations.

It is our intention to ensure that each class group can work well together, co-operating and collaborating effectively, to promote awareness of others, empathy and respect.

## **Teaching positive attitudes**

Lesson observations assess equal opportunities in teaching methods and in progress, comparing performance/progress made by ethnic groups (who may also have EAL), boys and girls, pupils who are very able and children who have special educational needs or who are supported through Pupil Premium funding.

Relationships between pupils are also a criterion for a successful lesson. Curriculum tasks are planned to place pupils in situations where interaction is essential to complete tasks.

Differences and similarities in cultures/traditions/dress/food/appearance are sensitively approached in the course of curriculum activities.

Staff meet daily to maintain a team philosophy and to interact socially. The staff handbook is evaluated annually to reaffirm school aims, ethos and expectations, of us all.

## **Curriculum content**

We will endeavour to ensure that the curriculum draws upon areas of interest to pupils from all ethnic groups, gender, varied abilities and the physically/medically disabled. We will also ensure that the curriculum is relevant to the key stage being taught.

Curriculum activities will be discussed and evaluated annually. Activities which have been successful will be retained.

Parents are informed of activities in advance in order that they can share with their child and the school their knowledge, skills and experience.

## **Resources and resource management**

The school resources are fully inclusive to pupils from all ethnic groups, boys and girls, pupils with learning difficulties and physical/medical disability. It is our aim to redress the balance in our

# **Akaal Primary School: Policy for the promotion of Equal Opportunities**

resources to reflect the community which we serve. Particular attention is given to researching possible resources as follows:

- all reading books are vetted by the English subject leader
- library books are vetted by the member of staff in charge of the library
- books brought to school by children are checked before being read to the children
- no books are added to the school stocks by staff, unless checks have been made
- subject leaders seek to purchase resources which feature non-stereotypical gender models, ethnic and faith diversity and physically disabled people
- literature which is considered insensitive, insulting, discriminatory, to people of different ethnic groups, genders or people with physical disability will be removed from the school
- class teachers audit their classroom resources.

## **Promoting greater understanding of diversity**

At our school we place importance on **display** as an interactive resource. It is essential therefore that we ensure that our displays reflect the community that we serve.

Displays will therefore reflect:

- positive images from all of our ethnic groups
- inclusion of people with physical disabilities
- inclusion of both genders which challenge stereotype

Displays will be monitored by the Executive Head Teacher, Head of School and the Trustees with equal opportunities in mind.

School signs and directions will be in a range of community languages and opportunities for translation will be provided for parents and available on request.

## **Making use of the resources available in the community**

Our immediate locality is stimulating, exciting and enriching to our curriculum. At our school we aim to use the community as often as possible in our teaching.

All volunteers, visitors and parents/carers will be made aware of our equal opportunities policy and school ethos.

## **Admissions**

All admissions to school are undertaken using only the criteria set out in the school's admissions policy to ensure all pupils are admitted fairly.

## **Attendance**

# **Akaal Primary School: Policy for the promotion of Equal Opportunities**

The school has a clear and comprehensive policy on attendance which seeks to promote equal opportunities for all pupils. See Attendance Policy for details.

## **Managing behaviour equitably**

The school has a comprehensive policy for dealing with behaviour, regardless of gender, ethnic origin, language or disability which includes rewards and sanctions and we ensure that:

- racist incidents are followed up immediately (see Racial Harassment Policy)
- parents are involved in the management of their child's behaviour at an early stage
- translation services are offered where necessary
- cultural differences in expressing emotions are made known to all staff in order that this can be taken into account when dealing with incidents
- all staff receive training for dealing with behaviour equitably.
- We will record and analyse all incidents of behaviour, good and bad, by different groups of pupils to ensure that we are aware of and tackle any imbalance in patterns of behaviour in any group.

## **Discipline and exclusion**

Procedures for discipline and exclusion are set out in the school's Behaviour Policy. In the event of an exclusion, procedures set out by this policy will be followed. The school adopts a policy of attendance rather than exclusion wherever possible.

## **Pupils' personal development, attainment and progress**

### **Attainment and progress**

A range of assessment tasks are completed to monitor attainment and progress in our school for classes, year groups and individuals (see Assessment Policy).

As part of our monitoring, data is collected to monitor ethnic, EAL, gender and disadvantaged group performance and the progress made by SEND pupils and those who are highly able.

Assessment of **all** pupil groups on an ongoing daily basis takes place in each classroom; this informs the planning for the next lesson(s).

Assessment data is carefully analysed termly to compare the performance of all pupil groups within the school, with similar schools and with schools nationally and actions for targeting underachievement. Targeted action plans are then devised to bring about rapid progress.

### **Achievement**

Achievement is recognised in our school by a reward system.

Pupils receive awards for progress, effort, relationships, citizenship, responsibility and independence.

# **Akaal Primary School: Policy for the promotion of Equal Opportunities**

## **Extra-curricular activity**

**All pupils** including those attracting Pupil Premium funding have access to our extra-curricular activities organised by the school. Care is taken to ensure that activities are appealing to the needs of our community and that they will develop specialist skills and talents where appropriate.

## **Support and guidance**

Pastoral advice and support is given to **all** pupils by their class teachers and teaching assistants. Pupils are encouraged to talk openly to staff about their anxieties. Pupils who are reluctant to share their problems with their class teacher are encouraged to confide in another member of staff, should they so wish.

## **Roles and responsibilities of staff**

### **Trustees**

The Trustees of the school are regularly updated with current legislation, guidance and advice concerning equal opportunities.

Trustees are fully involved in policy formation.

Trustees monitor patterns and frequency of racist incidents alongside the Executive Head Teacher and the Head of School.

Trustees receive reports and discuss issues around Equal Opportunities as a regular agenda item on the report to Trustees.

The school has a Trustee with responsibility for Equal Opportunities.

### **Executive Head Teacher**

Policy and procedure evaluation and formation is led by the Executive Head Teacher.

### **Head of School**

The Head of School is responsible for the day to day implementation of policy and procedures.

The Head of School expects to lead training and promotes a professional and learning environment for all.

### **Senior Leadership**

The Senior Leadership Team of the school are expected to lead by professional excellence and example in matters of equal opportunities.

### **Staff**

(Teachers, support staff, admin staff, lunchtime supervisors, kitchen staff, cleaners)

Staff are responsible for ensuring that policy and procedure is effective. All staff are expected to:

- participate in staff discussion on school policy and procedure

# Akaal Primary School: Policy for the promotion of Equal Opportunities

- ensure that their conduct is professional at all times
- understand differences in cultures and the needs of pupils
- attend training when possible to further their professional roles
- follow agreed procedures
- treat incidents with sensitivity and calm efficiency.

## **Employment Matters**

Staff appointments will be made on the basis that the best candidate will be appointed, based on strict professional criteria as outlined in our equal opportunities statement.

## **Training and employment**

The success of the Equal Opportunities Policy is closely linked to the provision of relevant training. Members of staff and Trustees will be required to take up training opportunities related to this policy. To this end, the school will provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training need.

## **Staffing, recruitment, training and professional development**

We will ensure that selection procedures are consistent with our policy on equal opportunities and that the process is fair and equitable.

Job descriptions and personnel specifications will be worded clearly and unambiguously, stating the skills, knowledge and experience called for.

Procedures to monitor applications/interviews by ethnic group will follow **safer recruiting** specifications.

## **Challenging discrimination and promoting equality**

Discrimination on grounds of race, sex, disability, religion or belief, or sexual orientation is illegal. All staff are committed to challenging discrimination in the school, and any incidents which occur will be recorded and dealt with seriously by the Executive Head Teacher and Head of School. The Trustees will be informed.

## **Monitoring of the policy**

We acknowledge that groups of people have often suffered disadvantage due to prejudice or ignorance. We recognise it is all too easy for the structure of institutions to result in “inequality by default”. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary to ensure that no group is adversely affected.

Monitoring, with respect to employment will be undertaken in the following areas on an annual basis by sex, race, and disability to include:

- composition of the school staff
- recruitment trends
- take up of training opportunities
- promotion patterns

## **Akaal Primary School: Policy for the promotion of Equal Opportunities**

- use of complaints procedure
- use of grievance, disciplinary, and harassment
- information from exit interview