



Horton St. Michael's CE First School and Nursery

'I am the Vine and you are the branches'

John 15:5

EQUAL OPPORTUNITIES POLICY

Issue Date: June 2022

Review Date: June 2024

School Aims:

At Horton, St Michael's First School the Policy for Equal Opportunities and Racial Equality reflects the findings of current research and legislation.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

Within this aim we will:

- Take responsibility for implementing the school's Equal Opportunities and Racial Equality Policy.
- As part of our ethos as a Church of England school we believe that everyone is loved by God and we therefore welcome everyone into our school. We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of:
 - ethnicity,
 - marital status
 - religion,
 - attainment,
 - pregnancy and maternity
 - age,
 - disability,
 - gender
 - gender choice
 - sexual orientation
 - social background.

- Support the school in fostering a positive atmosphere of mutual respect and trust among all pupils.
- Ensure that play and leisure areas provide a positive environment for pupils from all groups.
- Ensure that obstacles that prevent minority groups of pupils, staff or parents from being involved in any of the school's activities are identified and action is taken within reason, to remove any barriers.
- Promote fairness and justice for all through education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- Ensure that new parents are aware of the school's behaviour policy and the policy from dealing with racism and racial harassment.

We recognise that the National Curriculum and the Early Years Foundation Stage Document give great emphasis to equal access to the curriculum for children of all races, gender, class and ability. Due regard has been made to the requirements set out in the Race Relations Act, 1976 and the Race Relations (Amendment) Act 2000, Sex Discrimination Act 1975 and the Disability Discrimination Act 1995 and the Equality Act 2010. This policy statement is designed to support the legal standpoint and to give a framework to practical implementation especially with regard to the following groups:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Pupils who need support to learn English as an additional language (EAL).
- Pupils with special educational needs.
- Gifted and talented pupils.
- Children 'looked after' by the local authority.
- Other children, such as sick children, those children from families under stress.
- Any pupils who are at risk of disaffection and exclusion.
- (DfEE Circular 10/99)

We recognise that our children will enter school with many varied experiences and we wish to ensure that the whole school community feels valued, has a positive self-image and that all children can make a positive contribution to those around them in line with our mission statement.

Admissions

Admissions to school will be in accordance with the LEA Admissions policy and will ensure that the admission process is fair and equitable to pupils from all ethnic minority groups.

Attendance

Attendance is monitored in accordance with the school's Attendance Policy and data is used to monitor all groups within the school. Provision is made for pupils of different religious beliefs to attend or not attend school functions/services as they wish and absences will be marked as 'authorised' by the Headteacher.

Discipline and Exclusion

The school's behaviour policy identifies the procedures for disciplining pupils and managing behaviour and ensures these are fair and applied equally to all pupils irrespective of ethnicity.

The school is committed to a policy of inclusion and children would only be excluded in extreme circumstances.

Special Educational Needs

The Headteacher will be responsible for providing additional support and liaising with other Agencies to ensure 'looked after' children, sick children, travellers, asylum seekers, refugees, EAL children and those from minority ethnic and faith groups are supported effectively.

Raising attainment for all

We aim to raise the attainment of children of all races, gender, class and abilities through four key principles:

High Expectations

- We will ensure pupils, staff and parents are introduced to positive role models in relation to different cultures, gender and class, through a range of visitors, creative in development projects, curriculum opportunities and resources, including books.

- Provide structured learning and support programmes which include:
 1. Setting and maintaining high standards.
 2. Additional curriculum support programmes such as Individual Education Plans.
 3. Effective formative assessments which are used to inform curriculum and PSHE planning.
 4. Closely targeting, tracking and monitoring individual pupil achievement.
 5. Benchmarking pupil achievement against LEA and National Data.
 6. Target setting in consultation with the child and his/her parents.
 7. An inclusive curriculum which reflects the cultural background of all pupils and encourages respect, tolerance and empathy towards others.

Culture and Ethos of the School

- Diversity is recognised as having a positive role to play within the school.
- Clear procedures are outlined within this document to ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently.
- High standards of behaviour are demanded and promoted through the use of fair and consistent responses to any infringement to the school and classroom rules (See Good Behaviour Policy). The school expects all groups, including staff, pupils and parents to demonstrate respect and tolerance towards each other.
- The Headteacher will respond at the earliest opportunity to any concerns and misgivings expressed by members of the school community.
- Staff will bring the attention of the Headteacher to any incidences of prejudice and/or stereotyping. Resources will reflect this commitment.

Parental/Community Involvement

This school is committed to working in partnership with parents and operates an open door policy. Parents are encouraged to come into school to support children in the classroom. In addition the school will ensure:

- All parents are regularly informed of their child's progress through Parents' Evenings and Annual reports and are involved in the target setting process.
- All parents are asked to agree to the Home School Agreement.
- Efforts are made to introduce children to multicultural creative development projects and artists in residence from a variety of cultures.
- The school's premises and facilities are equally available for use by all including people with disabilities.

Data Analysis

The school uses a variety of assessment and analytical systems to assess academic progress:

- Individual tracking.
- Assessment on entry.
- Teacher Assessment throughout school career.
- SATs data at the end of Y2.
- 'Optional SATs' in Y3 and Y4.

The analysis will review the performance in terms of:

- Gender
- SEN
- Ethnic Groups
- Minority Groups
- Age
- Pupil Premium

Staffing and Recruitment

The school is committed to Continuing Professional Development for all members of staff and the school community as a whole. When recruiting staff the procedures will be consistent with the statutory Race Relations and Equal Opportunities Code of Practice in Employment. People from under-represented ethnic groups will be encouraged to apply for positions at all levels in the school as appropriate.

The school will monitor this policy at least biannually.

Dyslexia Friendly

Horton St. Michael's is a dyslexia friendly school.

As a dyslexia friendly school, we will provide quality teaching, differentiated as needed. We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning.

We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how each child learns best and we will use a variety of multi-sensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning.

We will use different methods of recording in all areas of the curriculum such as pictures, Dictaphones, photographs of activities and practical outcomes so that the children are not always using writing.

We aim to enable children to use their strengths for learning while developing the areas they find more difficult.

Ratified: June 2022

Renewal: June 2024