William Ford C.E. Junior School

EQUALITY POLICY 2017/2018

Policy Statement
Equality of opportunity at William Ford C.E. Junior School is based on the following core values.

The ethos of the school supports the development of self-respect and self-esteem in all pupils, staff and the community it serves. We place a high value on diversity and treat every member of the school as an individual. In this respect, we aim to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, age, sexual orientation, ability, disability and social circumstances.

All staff are aware of the need for the curriculum to reflect cultural diversity and of the need to prepare pupils for life in a pluralist society.

William Ford C.E. Junior School is opposed to all forms of prejudice and discrimination.

Our policy is based on the three key principles of inclusion. These principles underpin all the functions of our school. These are:

[i] setting suitable learning challenges;
[ii] responding to pupils diverse learning needs
[iii] overcoming potential barriers to learning and assessment for individuals and groups of pupils

Attainment and progress
1.1 Our aim is to ensure all pupils achieve standards at the highest levels. Pupil achievement is monitored by formal and informal procedures. It is analysed by gender, ethnicity and background
1.2 Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support
1.3 The school will ensure, where possible, that assessment is free of gender, cultural and social bias. Baseline assessment is used appropriately for all pupils
1.4 All children are encouraged to take responsibility for their own learning through regular reflection on their progress
1.5 Progress reports to parents are accessible and appropriate, in order to ensure all parents have the opportunity to participate in the dialogue
1.6 All forms of achievement are recognised and valued.

Attitudes and environment
2.1 The school promotes positive approaches to difference, fostering respect for people and property. Language or behaviour, which is racist, sexist, or potentially damaging to any group with a protected characteristic so defined by the 2010 Equalities Act (race, disability, sex, religion or belief, social orientation, pregnancy and maternity and gender re-assignment), will not be tolerated.

2.2 There is high expectation of all pupils with regard to behaviour and attendance.

2.3 All forms of harassment, including racism and sexism are recorded, monitored and dealt with in line with the school’s behaviour and anti-bullying policies.

2.4 Pupils, staff and parents are aware of procedures should incidents of harassment arise and all staff operate consistent systems of rewards and discipline.

2.5 The school works in partnership with parents and the community to tackle specific incidents of harassment and to develop positive attitudes to difference.

2.6 Staff members receive regular training and are encouraged to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all children.

2.7 It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

2.8 Pupils are encouraged to become independent and to take responsibility for their own behaviour.

**Admission, attendance, discipline and exclusion**

3.0 Exclusions and attendance are monitored by gender, ethnicity, special educational need and background.

3.1 The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is followed up by appropriate personnel who are aware of community issues.

3.2 Comprehensive information about pupils’ ethnicity, first language, religion, physical needs and diet is included on all admission forms.

**Teaching and learning**

4.0 The teacher ensures that the classroom is an inclusive environment in which children know all contributions are valued. Where groups or individuals are marginalized, the teacher takes positive steps to include them.

4.1 Teaching is responsive to pupils’ different learning needs in order to engage all pupils.

4.2 All children are encouraged and helped to become responsible for their own learning.

4.3 Teaching styles include collaborative and co-operative learning so all children appreciate the value of working together. All children are encouraged to question, discuss and collaborate in problem solving tasks.

4.4 Pupil grouping in the classroom is planned and varied in order to maximise participation and learning.

4.5 Teachers challenge stereotypes and foster pupils’ critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

4.6 Resources and displays reflect the experience and background of pupils, promote diversity and challenge stereotype in all curriculum areas.

4.7 All resources are reviewed regularly to ensure they reflect the inclusive ethos of the school.
Curriculum

5.1 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes
5.2 All pupils have access to the mainstream curriculum
5.3 The curriculum builds on pupils’ starting points and is differentiated appropriately, particularly for:
   - For pupils with English as an additional language
   - For pupils from minority ethnic group where necessary
   - For pupils with Special Educational Needs
5.4 The content of the curriculum reflects and values cultural diversity. The choice of literature and text should reflect the diversity of the school and its community
5.5 The curriculum encourages pupils to explore bias and to challenge prejudice and stereotypes
5.6 All subjects contribute to the spiritual, moral, social and cultural development of all pupils
5.7 Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture
5.8 Informal events are designed to include the whole school community and at times will target minority or marginalized groups

Policy, leadership and management

6.1 All school policies reflect a commitment to equal opportunities
6.2 The management of the school and the governing body set a clear ethos which reflects the school’s commitment to all its pupils and staff
6.3 Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and wider community
6.4 All staff members are consulted in the decision making process
6.5 Additional grants and resources [such as those provided for traveller pupils and for those with English as an additional language] are appropriately targeted and monitored

Staffing – recruitment, training and professional development

7.1 All staff, including non-teaching and part time staff are given status and support
7.2 The induction of new staff addresses issues of equality
7.3 Staff training and handbooks include equal opportunities issues
7.4 All members of staff have access to INSET, which will enable professional development
7.5 Recruitment and selection procedures are fair and equal
7.6 Staff reflects ethnic and gender diversity at all levels
7.7 The skills of all staff members are recognised and valued and staff are encouraged to share their knowledge
7.8 Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community
7.9 There is a named senior member of staff responsible for equal opportunities in the school

Parents, governors and community partnership

8.1 All parents are encouraged to participate at all levels in the full life of the school
8.2 Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

8.3 We ensure that governor support is appropriate for all ethnic groups.

8.4 We encourage people from minority ethnic communities to become school governors.

8.5 We strive to work closely and in particular with local minority ethnic community organisations.

**Monitoring and review**

9.1 All members of staff and the governing body have the responsibility of implementing this policy. The effectiveness of the policy will be evaluated on an annual basis by the school’s co-ordinator for equal opportunities.

Signed .................................................................................. Dated ..........................................

Graham Mundy – Chair of Governors