

HITHERFIELD PRIMARY SCHOOL AND CHILDREN'S CENTRE



Equality Of Opportunity Policy Document

Document Control

Change Record

Date	Author	Version	Change Reference
Jan 2003	Jacinta Waters	JW .1	No Previous Document
Mar. 2005	Jacinta Waters and Pearl Howard	JW.2	Reviewed and updated
May 2006	Chris Ashley Jones and Policy Review Committee	E.Opps.001.(D)	Reviewed and updated
July 2006	Chris Ashley-Jones	E.Opps.001(P)	Published (Remove DRAFT references etc)
Sept -2007	Laura	E.Opps.002 (D)	Created new draft document and emailed to Resources committee
2-Oct-07	Laura	E_Opps.002_(P)	Published (removed draft references)
Sept 2014	Agreed in present form		
Jan 2017	Chris Ashley-Jones	E Opps .003 (D)	Agreed at Resources Committee and taken to Full GB

Distribution

Reviewers	Approvers	Distribution
Resource Committee	Full Governing Body	

Hitherfield School is situated in Streatham, close to the West Norwood borders and takes in children from both of these areas. The school reflects the social, cultural and linguistic diversity of the local community and therefore caters to pupils from a wide range of ethnic and social backgrounds.

Our school community is multicultural and diverse. That diversity includes people of all ages who are black, white, women or men, lesbian, gay, bisexual, transgendered and heterosexual. They come from a range of different socio-economic groups and live in various family / caring structures, with or without disabilities; experiencing different mental and physical health issues, both permanent and temporary; with a wide variety of language, educational backgrounds, religious, political and social ideals.

This school is very proud of this diversity, which enhances our lives and the education process. Therefore the school commits itself fully to equal opportunities for all and seeks to address and challenge all forms of prejudice, stereotyping, harassment / bullying and negative discrimination.

Hitherfield Primary School and Children's Centre belongs to its students, their families / carers, staff and the whole community. We aim to make this school a place of which all its members and the community it serves can be proud and a place where everyone is valued.

The school community consists of pupils, parents / guardians/ carers, governors and all staff.

Every member of the school community has the right to feel comfortable, safe, secure, equally valued and respected.

Every member of the school community has the right to grow and change, free from prejudice, stereotyping, harassment/bullying and negative discrimination.

Every pupil in the school community has the right to equal access to a curriculum that meets their needs.

Learning is the entitlement and responsibility of every member of the school community.

Every member of the school community has the responsibility to treat others with respect.

Every member of the school community has the responsibility to report any incidents of disrespect within the school community.

This commitment will inform all aspects of the school life.

Such a commitment is an essential part of the provision of high quality education for all members of the school community and empowers all those within it.

We are aware that some groups or individuals may suffer negative discrimination both within the school and outside. We have therefore developed this policy in order to minimise such oppression and negative discrimination, and to teach effective strategies in order to build an inclusive environment.

THE CURRICULUM:

The staff are bound to follow the Hitherfield Curriculum which is based upon the National Curricula and within this framework they:

- Ensure that all diversity issues (see paragraph 2) are treated in a comprehensive way throughout the curricula, avoiding 'tokenism'
- Be sensitive to the identity and background of students and include all aspects of their diversity when planning activities e.g. histories, languages, religions and positive role models within and beyond the local community.
- Encourage positive inquiry, discussion and debate among pupils in order to discuss and challenge prejudice and stereotyping.
- Explore ways to promote the pupils' skill in various languages
- Create opportunities for pupils to extend relationships across diverse social groups through collaborative activities.
- Include parents/carers and community members from diverse backgrounds in sessions which demonstrate their skills in and/or knowledge and experience of areas being covered within the curriculum
- Reflect the diversity of children in their class when displaying their work

- Actively promote good community relations within assemblies as well as in classrooms
- Avoid stereotyping of children and adults.
- Ensure all children have equal access to all areas of the curriculum
- Ensure that grouping of children addresses their needs socially as well as academically.

RESOURCING:

To support staff in their endeavours, a range of resources is available to them. These include:

- Material resources including publications reflecting the diversity of our school community which challenge children's perceptions of difference.
- Specialist staff (e.g. EMAG, SEN and Learning Mentors) who provide staff with specific information, resourcing and supporting strategies.
- Access to INSET opportunities

SUPPORT FOR PUPILS:

The school fairly and consistently applies the LEA admissions criteria as Lambeth is the admission authority for the main school and the Nursery admissions criteria reflect the Lambeth school admissions policy.

The Senior Management of the school ensures that each pupil has access to every available avenue of support. Children's needs are assessed and prioritised and children are targeted for intervention. The diverse backgrounds of all children are taken into account when prioritising children for additional support.

Data regarding the academic performance of children is collected at least termly and is scrutinised according to ethnicity, gender, socio-economic indicator, age and stage of English fluency in order to determine whether there is a significant gap in achievement between different groups or a trend of underachievement within any particular group. Trends are investigated and action plans implemented to address any disparity highlighted. Book studies are undertaken fortnightly and these are used to target specific groups to ensure at least expected progress is being made.

Data is used to set individual and group targets to improve pupil attainment in under performing groups. It is also used to determine pupil support from available resources.

Data relating to pupil exclusion rates is collected and scrutinised according to ethnicity and gender. This data is monitored by the Governing body to determine, with the Headteacher, to ensure pupils are being appropriately supported.

SUPPORT FOR PARENTS / CARERS

Hitherfield Primary School believes that children are most likely to achieve their potential if the school and parents work in partnership.

To that end, we build strong relationships with parents/carers from their first point of contact with the school. When a child starts at the school or Nursery their parents/carers will be invited to an enrolment meeting and the parent and child will be given opportunities to spend time in the classrooms getting to know the school and staff. At enrolment background information is collected in order to enable the staff at the school to best meet the child's needs. That information includes details of the child's gender, socio-economic indication, culture, ethnicity, languages, religion, any health or developmental issues or special needs, and the family/caring structure in which the child lives including any special needs or health concerns, physical or mental, experienced by the child's parents/carers.

Hitherfield Primary School is keen to encourage the involvement of parents/carers in school activities. The school invites parents/carers to meetings about the curriculum and teaching methods employed to help them to support their children's learning. The school believes that the diversity of the school community provides learning opportunities for all. Parents/carers with expertise in particular areas are actively encouraged to come into school to share their knowledge. Parents/carers also have an opportunity to be involved in school-related activities through the PTA.

Hitherfield Primary School is aware that some parents/carers may need support in order to work effectively as partners in their children's education. If the parent/carer is in the early stages of English acquisition or has literacy or numeracy difficulties, a further meeting is arranged between that parent/carer and the EAL Team, Learning Mentors and/or the SENCos as appropriate. The school will make all reasonable efforts to ensure parents/carers experiencing such difficulties are properly supported at interviews with teachers and

curriculum meetings, and receive routine communications in a form they can understand. Plain English will be used in all school communications with parents. Interpreters or other facilitators will be arranged to increase the exchange of information between parents/carers and the school. The EAL coordinator, the Learning Mentors or the SENCos, may provide pastoral support.

Hitherfield Primary School will endeavour to support parents / carers to ensure children are not excluded from curriculum activities because of their family's socio-economic standing.

Hitherfield Primary School is aware that many children move school during the primary years, and will work with other schools to smooth those transitions as far as possible.

SUPPORT FOR STAFF:

Staff are recruited according to guidelines set in place by the local education authority to ensure equality of opportunities and safeguarding policies. In addition to this, every effort is made by the Governing Body and the Headteacher to recruit high quality staff and Governors who reflect, understand, promote and extend the diversity of the school population as listed in paragraph 2 of this policy.

The staff at Hitherfield have INSET related to the implementation of equal opportunities. The Senior Management Team also provide leadership in ensuring all school policies reflect and adhere to this Equality of Opportunity Policy.

Staff are provided with a Behaviour Policy in which standards of behaviour are clearly outlined and expectations of behaviour are made explicit. Procedures for dealing with breaches in policy must be followed by any adult working with children in the school. They are supported in this by the Headteacher and Senior Management Team.

All staff at Hitherfield are provided with the opportunity to develop professionally in line with the School Development Plan.

PROCEDURES FOR DEALING WITH BREACHES OF POLICY:

A breach of any aspect of this policy will be recorded in the relevant incident folder located in the head teacher's office by the member of staff witnessing it or to whom the breach has been reported. The breach will also be reported to the head teacher who will decide on the necessary course of action.

If a pupil does not comply with the Equality of Opportunity policy:

A Senior Manager will speak with the pupil about their behaviour and attitude and reinforce the expectations for all pupils. He / she will report the offence to the Headteacher who will determine the appropriate course of action from the following:

- appropriate sanctions in line with the Behaviour policy;
- inform parents/carers of a pupil about the behaviour and attitude of their child;
- offer parents /carers an opportunity to speak to the Headteacher with their child to discuss the incident to determine any further action required.

If a member of staff does not comply with the Equality of Opportunity policy:

- The Headteacher will reinforce the expectations for all staff at the school.
- The Headteacher will set targets for improvement of the staff member's performance in this area
- The staff member may be required to undergo additional training
- Any subsequent breaches by the same individual will be formally recorded and may incur further disciplinary procedures against them

If a visiting adult, including parents/carers and contractors, does not comply with the Equality of Opportunity policy:

- The Headteacher will reinforce the expectations for all adults at the school.
- Any subsequent breaches will be formally recorded and may incur further disciplinary procedures available to the Headteacher, including a ban from the school site.

MONITORING:

The Headteacher and Governing Body are ultimately responsible for all aspects of equal opportunities monitoring in the school.

- The Governing Body will monitor the implementation and effectiveness of the Equality of Opportunities policy. It will also ensure that the school complies with the race relations, sex discrimination and disability discrimination legislation, and any other diversity and equal opportunities legislation that might come into force in the future.
- The Headteacher will instigate and monitor the effectiveness of any course of action taken against a person who has breached the school's equality and/or race policy.
- The Headteacher will implement this policy and their related strategies and procedures.
- The Headteacher will ensure that all members of the school's community, including visitors have access to these policies and are aware of their responsibilities within it.
- The staff will deal with all equal opportunity incidents and will identify and challenge bias and stereotyping in all areas.
- The staff will promote equality and will not discriminate on any grounds and will undertake training on this issue.
- The Headteacher will maintain the racist incident file and report to the Governing Body termly.
- A Senior Manager will disseminate information to staff related to issues of equality through staff meetings and INSET.