

HITHERFIELD PRIMARY SCHOOL AND CHILDREN'S CENTRE



Equality Of Opportunity Policy Document

Our Vision Statement

'Our vision is to create a school community where everyone feels valued, has the opportunity to explore and develop their strengths and is able to participate in new experiences. We aim to become an inspirational school to produce good citizens for the future in an atmosphere that promotes confidence, high academic achievement, physical health and emotional well being.'

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
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Sept 2014	Agreed in present form		
Jan 2017	Chris Ashley-Jones	E Opps .003 (D)	Agreed at Resources Committee and taken to Full GB
Jan 2020	Chris and Jacinta	E Opps .004	Agreed at Resources and FGB
May 2022	Chris	005	Updated

Distribution

Reviewers	Approvers	Distribution
Resource Committee	Full Governing Body	

Hitherfield School is situated in Streatham, close to the Tulse Hill and 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, racism, 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.

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, racism, 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 they feel are discriminatory or racist within the school community.

This commitment will inform all aspects of 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 and systemic discrimination both within the school and outside. We have therefore developed this policy in order to minimise oppression and negative discrimination, and to teach effective strategies in order to build an inclusive environment.

THE HITHERFIELD CURRICULUM:

The staff are bound to follow the Hitherfield Curriculum, which has been fully reviewed to support the Black Lives Matter movement and is underpinned by the National Curricula; within this framework they:

- Ensure that all diversity issues (see paragraph 2) are treated in a comprehensive way throughout the curricula, avoiding 'tokenism'
- Are sensitive to the identity and background of students and include all aspects of their diversity when planning activities e.g. histories, languages, culture, literature, the arts, religions and positive role models within and beyond the local community.
- Encourage positive inquiry, critical thinking, discussion and debate among pupils in order to discuss and challenge prejudice and stereotyping.
- Celebrate and encourage pupils' use of their home 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 through wall displays and assemblies.
- Actively promote good community relations within assemblies as well as in classrooms
- Avoid the stereotyping of children and adults.

- Ensure all children have equal access to all areas of the curriculum, thereby increasing cultural capital for all groups within our school community.
- Ensure that any 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. Inclusion and Anti-racist Lead Practitioner, EAL TALA, SEND and Learning Mentors) who provide staff with specific information, resourcing and supporting strategies.
- Access to INSET, coaching and other training opportunities

SUPPORT FOR PUPILS:

The school fairly and consistently applies the LA 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 Leadership Team and SENDCos ensure that each pupil has access to every available avenue of support. Children's needs are assessed and prioritised and children are targeted for support and challenge.

Assessment information regarding the academic performance of children is collected and analysed. Trends are investigated and action plans implemented to address any disparity highlighted. Work studies 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. The SLT and class teachers monitor progress towards these targets during Pupil Progress Meetings.

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 Executive Headteacher, that 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/carers 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 is offered a place at the school or Nursery a home visit is arranged. Parents/carers and their children are 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 and to become a 'Hitherfield Hero'. Parents/carers also have an opportunity to be involved in school-related activities through the PTA and our Parent Forum

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 SENDCos 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 can be arranged to increase the exchange of information between parents/carers and the school. The EAL Team, the Learning Mentors or the SENDCos, 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 LA to ensure equality of opportunities and safeguarding policies. In addition to this, every effort is made by the Governing Body and the Executive 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. Since the Black Lives Matter movement in the UK, staff have received professional development, led by a middle leader, on inclusive teaching practices and unconscious bias. The Senior Leadership Team also provides leadership by ensuring all school policies reflect and adhere to this Equality of Opportunity Policy.

All staff at Hitherfield are provided with the opportunity to develop professionally in line with the School Development Plan. Appraisal meetings and reviews engage all staff in professional conversations about their practice and development. They are also supported with coaching programmes carried out by a range of middle and senior leaders

PROCEDURES FOR DEALING WITH BREACHES OF POLICY:

A breach of any aspect of this policy should be reported to the Executive Headteacher by the member of staff witnessing it or to whom the breach has been reported. The Executive Headteacher will decide on the necessary course of action.

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

A Senior Leader will speak with the pupil about their behaviour and attitude and reinforce the expectations in line with our Hitherfield Values and Dispositions for all pupils. They will report the incident to the Executive Headteacher, via the Discriminatory Incidents form on the GoogleDrive, who will determine the appropriate course of action in line with the Behaviour policy;

If a member of staff does not comply with the Equality of Opportunity Policy the Executive Headteacher will follow appropriate school staff policies.

If any visiting adult does not comply with the Equality of Opportunity policy the Executive Headteacher will reinforce the expectations for all adults at the school and may take further action, including revoking their right to access the school site. The Executive Headteacher will inform the Chair of Governors if a person is banned from the school site.

MONITORING:

The Executive 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 Executive Headteacher will instigate and monitor the effectiveness of any course of action taken against a person who has breached the school's equality policy.
- The Executive 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, will not discriminate on any grounds and will undertake training on this issue.
- A Senior Leader will liaise with the governor responsible for overseeing the implementation of the Equality of Opportunities policy within the school.
- The Executive Headteacher will maintain a record of all Discriminatory Incidents and report these to the Governing Body termly.
- A Senior Leader will disseminate information to staff related to issues of equality through staff meetings and INSET.
- A Senior Leader will regularly meet with the Inclusive and Anti-Racist Curriculum Lead Practitioner to analyse the outcomes of initiatives in this area.
- The Executive Headteacher will maintain regular contact with the Parents' Forum who have a particular focus on the development of diverse practice within the school.