



'We can and we will'

GLEBE PRIMARY SCHOOL

EQUAL OPPORTUNITIES POLICY

Mission Statement:

At Glebe School we believe in an ethos that values the whole child.

We strive to enable all children to achieve their full potential academically, socially and emotionally.

RATIONALE

We have an ethos which enables all pupils to celebrate the diversity of our school community, at the same time recognising that equality of opportunity is implicit in our school aims.

We need to ensure that all individuals within the school are entitled to learn, teach or work in a non-threatening and supportive environment in which self esteem is enhanced.

We need to define and identify unacceptable behaviour (racist, sexist, discriminatory or harassing) and offer strategies for dealing with the perpetrators and provide support for the victims.

We need to ensure that all staff take responsibility for these issues in all aspects of school life.

We at school believe that, in order to achieve the above, every effort possible must be made to ensure that all individuals within this school are valued and have the opportunity to develop to their full potential within a context of mutual respect, justice and fairness.

AIMS

To ensure that:

- 1) Every individual within the school has the same chance of achieving his/her full potential.
- 2) Changing needs are responded to.
- 3) Staff parents and children are informed, educated and reminded of the issues.
- 4) We live in harmony and create a more equal society.
- 5) We break down prejudices and build positive attitudes.
- 6) There is a continuity of approach throughout the school.

- 7) Individual talents are recognised and developed.
- 8) The quality of life for all individuals is improved.
- 9) We develop caring, responsible and contributory members of society.
- 10) We promote understanding and mutual respect for all members of society regardless of differences.
- 11) We reduce discrimination by operating in a just and fair school society.
- 12) We work to a written common agreement which can be modified, monitored and evaluated.

STRATEGIES

It is important that this policy is taken in conjunction with our policy on Behaviour and Discipline.

The school aims to provide:

- 1) Clear statements on the unacceptability of name calling, bullying, abuse (verbal/physical). Behaviour policy and behaviour grid.
Incidents of racism or sexism will be dealt with in a sensitive manner.
- 2) The school records every incident of racism. Reports are sent to the LA for monitoring.
- 3) The P.S.H.E. curriculum helps to promote a positive image of all members of society, with particular reference to race/religious belief, gender, physical ability and special need.
- 4) Displays reflect a positive image of race/religious belief, gender, physical ability and special need.
- 5) All children are given the opportunity to contribute to displays throughout the school and their contributions are valued.
- 6) Test scores are analysed to compare the results of different groups within the school, similar schools and national results eg pupils with SEN, EAL, gender issues etc
- 7) The school buildings have been inspected for access and the plans have been accepted by the governing body. The school have a Disability Equality Scheme and Access Policy.
- 8) That all pupils have equal access to all resources.
- 9) Time and space for talking, giving all children the opportunity to voice opinions. School council gives the children the opportunity to make their voice heard. There are regular whole school surveys to listen to the pupil and parent voice.

- 10) The school have coffee mornings shared with the Head teacher and Governors to share ideas and views to influence future planning.
- 11) There are opportunities for individuals to discuss their feelings, encouraging the children to think about the exclusion of others and the effect it has during regular circle times.
- 12) Encouragement to share experiences (cultural and other). Monitoring of groups within the classroom for domination, attitude and flexibility.
- 13) Role play experiences to include: addressing age, disability, race and gender.
- 14) A review and update of resources so that the message given should represent all the children.
- 15) A differentiated curriculum - by developing classroom approaches which allow individual differences but which do not make distinctions which have negative effects on children learning and developing.
- 16) Reinforce equal opportunities issues and positive attitudes through assembly times and the use of books and stories.
- 17) Introduction of appropriate role models in school.
- 18) A positive position on bilingualism and culture by the use of more community languages or display in school, visitors to school etc.

Supervising staff will be aware of and sensitive to:

- a) Scapegoating - being aware of this potential within the peer groups and amongst parents.
- b) Peer pressure.
Peer approval/disapproval - involvement of children in decision making. Discussion of what is acceptable behaviour.
- c) Home background expectations and attitude to out of school activities (which add pressure) and discuss issues with parents if appropriate.
- d) “Loners”, the “Macho” group, assertive pupils, physical contact, tight huddles of groups, high profile pupils, the non-demanding pupils on the playground.

RESOURCES

Monitoring of resources within the school will take place regularly to consider the messages the resources give and to consider their suitability and flexibility.

STAFFING ISSUES

This school confirms its opposition to unfair discrimination in employment and commits itself to a comprehensive policy of equal opportunity. We aim to ensure that the recruitment,

selection, training and promotion of staff are based solely on the criteria of merit and ability, and that no job applicant or employee will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, domestic circumstances, age, sexuality, disability, trade union activity, political or religious beliefs.

We are aware of our obligations regarding the following legislation:

Sex Discrimination Act 1975

Equal Pay Act 1970

Race Relations Act 1976

The Disabled Persons (Employment) Acts 1944 and 1958

The Chronically Sick and Disabled Persons Act 1970

Discrimination

There are four kinds of discrimination which we must be aware of

- 1) Direct Discrimination - this results from treating a person less favourably on the grounds of the areas covered in this policy.
- 2) Indirect Discrimination - this arises where a condition or requirement, although applied equally has the effect of excluding, penalising or treating less favourably any person indicated in the statement.
- 3) Victimisation - this occurs if the person is given less favourable treatment than others because she/he has exercised her/his right under the policy or legislation.
- 4) Harassment - this is defined as behaviour, deliberate or otherwise, directed at an individual, that is found to be offensive to the recipient, and that might threaten an employee's job security or create an intimidating environment.

Recruitment. Selection and Promotion

In line with the London Borough of Hillingdon's Equal Opportunities Employment Policy we welcome applications from all sections of the community irrespective of race, colour, gender, sexuality or disability. We seek guidance from the LA as to which publications we should use to advertise posts.

Applicants for posts are given clear and accurate information about the post in the form of an up-to-date job description and person specification.

The selection panel will be made aware of equal opportunity issues.

The Equal Opportunities Policy also informs our action and thinking in the following:

Dismissal and Redundancies

Disciplinary Matters

Grievances

This policy runs alongside our Single Equality Plan.

This policy will be reviewed regularly as part of the school review cycle.

Reviewed: April 09 Mrs P Marks

To be reviewed May 2011

Reviewed: May 2011 P A Marks

To be reviewed : May 2014

Reviewed : May 2014 P A Marks

To be reviewed May 2017