



Inclusion and Equal Opportunities Policy

1. Background.

- 1.1 St Loys Primary Academy is committed to the fulfilment of an equal opportunities policy which ensures that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, marital status, sexuality, learning abilities, sensory or physical impairment, social class or lifestyle.
- 1.2 Equal opportunities provision is concerned about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the School.
- 1.3 The provision of equality of opportunity within our School is a shared responsibility. Everyone working in, or in partnership with, St Loys Primary Academy, must be aware of its importance, expected to work towards this goal and consider how they will contribute.
- 1.4 This policy forms a basis for reviewing and monitoring the School's policies and practices to ensure that we are providing an education with a clear commitment to equal opportunities for all children and staff in our Academy.

2. Principles.

- 2.1 Discrimination on the basis of colour, culture, origin, gender or other criteria identified in this document is unacceptable in our School.
- 2.2 Every member of our school community will endeavour to further such objectives by aiming personally to contribute to establishing a caring environment and by showing respect for, and appreciation for each other as individuals.
- 2.3 A prime objective of this Academy will be to educate, develop and prepare all our pupils, within a culture of equal opportunities, to meet the challenges they will face in the future.
- 2.4 An equal opportunities philosophy will be practiced by all staff.
- 2.5 The School acknowledges the complexity of British Society and recognises that it would be failing the pupils should it not prepare them to become an integral part of society.
- 2.6 The School is committed to emphasising the common elements and values of our multiple culture rather than highlighting conflicting areas.

3. Aims

- 3.1 We shall aim to achieve:
 - an entitlement to equal access and participation in all aspects of school life for every member of our school community;
 - an awareness of the inequalities of opportunity that exist in society and the determination that these shall not be replicated/perpetuated in school;
 - a recognition and valuing of the diversity of cultures, languages, religions, opinions and beliefs in society;
 - openly questioning, discussing and countering all forms of stereotyping, prejudice and discrimination and taking positive action to enable every member of our school community to raise his/her self-esteem, expectations and achievements.

4. Equal opportunities in practice

- 4.1 The Academy follows an admissions policy that complies with those criteria outlined in DfE admissions legislation. This is checked, approved and adopted by both our Governing Body and the Diocesan Board of Education. We ensure that sex, race, colour or disability are not used as criteria for admissions. (Reference: St Loys Church of England Primary Academy Admissions Policy).
- 4.2 Pupils' names are accurately recorded and correctly pronounced at times such as registration or in communication between individuals. Pupils are encouraged to accept and respect names from other cultures.

- 4.3 Within the Academy curriculum it is our aim to:
- ensure that all children experience every area of the curriculum and that appropriate provision is made, taking account of cultural and social background, abilities and interests;
 - consider the potential of a broad multicultural dimension in curriculum areas where this is appropriate and include this in our schemes of work;
 - select resources that avoid stereotyping and bias of any kind and to positively reflect a range of peoples, cultures and human achievements.
- 4.4 The formal curriculum provides only one aspect of our pupils learning. Children gain a great deal from other areas of school life that combine to create a 'hidden curriculum' of experiences. We ensure equal opportunities as far as is possible in these areas by:
- making every effort to create an atmosphere of mutual respect and trust between child and child; staff and children; staff and parents;
 - trying to be aware of the 'messages' we may be giving in the language we use
 - when addressing other members of our school community, in the images and displays around the school and in the choice of visitors/speakers invited to the School;
 - monitoring playground use so that all children can be catered for and no single group is dominant.
- 4.5 Issues relating to equal opportunities in the classroom organisation and management strategies employed are particularly important as this is the situation in which our pupils spend a majority of their time in school.
- We make every effort to provide equal access by monitoring the criteria (gender, culture, social, ability etc.) used for grouping children to promote confidence and to provide supplementary and extension activities.
 - We are aware of the balance of time and attention we give to all pupils so that their needs are met.
- 4.6 We aim to establish a positive partnership between home and school which will act to the long term benefit of the pupils we serve. We value contributions made by parents and friends of our School for the enrichment of our work that we offer and aim to:
- form a partnership with parents through the use of the Home/School Agreement.
 - try to increase parental/friends involvement by communicating on an formal/informal basis and by offering meetings at a variety of times whenever possible.
 - actively encourage all parents/friends, regardless of gender or background, to become involved in school activities, in the Parent Friends Association and in our governing body.
- 4.7 Equal opportunities for staff within our Academy community are safeguarded within the conditions of service provided by the County Council/Multi Academy Trust. School documents relating to the staff's professional development, grievance procedures, disciplinary procedures and harassment policies ensure additional guarantees. We aim to provide further measures relating to:
- ensuring that the Academy's recruitment and selection procedures are based upon good equal opportunities practice, in accordance with the Northamptonshire County Council's Equal Opportunities in Employment Policy (we adopt).
 - regularly review the professional development of all staff within the School.
 - be aware of the importance of positive role models both in terms of gender and ethnic origin.
- 4.8 We maintain consistently high expectations of all groups of children and ensure that there is no discrimination in assessment procedures. We provide appropriate support for children during assessment.
- 4.9 Additional information and staff guide-lines for managing equal opportunity issues are outlined in Appendix 1 of this document.
- 5. Evaluation.**
The policy will be reviewed in accordance with the Governing body Policy review plan.

1. Background

- 1.1 The Academy's Equal Opportunity Policy outlines those principles adopted to ensure a Management issues that arise from this process require additional clarification.

2. Discrimination

- 2.1 All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, corridors or teaching areas. A record book for logging such incidents will be kept in the Headteacher's Office. The Headteacher must always be informed of such incidents. It should always be made clear to offending individuals that such behaviour is unacceptable.
- 2.2 If there are repeated incidents, then the Headteacher or designated deputy in the Headteacher's absence, should be informed and consideration given to involving the parents.
- 2.3 Racist symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti will be immediately removed.
- 2.4 The School values diversity amongst staff. Strictly professional criteria will be used to determine staff appointments.
- 2.5 All staff should be aware of possible cultural assumptions and bias within their own attitudes.
- 2.6 The cultural heritage, background and experience of ethnic minority members of our school community need to be appreciated and we should be aware of the historical and contemporary processes that have caused and may continue to sustain racism. Close liaison with families in the School is beneficial to all concerned. Support and advice is available from the LA Multi-Cultural Support Team.

3. The Curriculum

- 3.1 All pupils will have access to the Academy's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive and not highlight gender or cultural diversity.

4. Language

- 4.1 The Academy views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use.
- 4.2 Pupils and staff must feel that their language or dialect is valued. They should therefore be allowed to use the elements of language or dialect that expresses their cultural heritage.
- 4.3 Inappropriate or bad language which may be used within the school community that causes offence and is contrary to the spirit of the equal opportunities principles we adhere to must be discouraged. (Reference: WholeAcademy Discipline and Behaviour Policy).

5. Resources

- 5.1 The Academy's aim is to provide for all pupils according to their needs, irrespective of their gender, social or ethnic origins. Wherever possible, staff must ensure that the resources used in all curriculum areas are non sexist and contain positive images of all groups. Staff should be aware of stereotypes regarding people from different countries and report any resources to the Headteacher which fail to promote a positive image so that they can be removed.
- 5.2 Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

6. Equality of opportunity in gender issues

- 6.1 Our learning environment provides opportunity to change traditional assumptions about which educational experiences are suitable for girls and boys, men and women. Pupils need to be encouraged to acquire a full range of skills to ensure that they are not restricted in their choice at later stages in their education, or their career path.

6.2 The following practical steps should be considered by all staff with regard to managing gender issues:

- ensure that we do not use language in sexist ways to indicate that we have different expectations of boys and girls, or that certain patterns of behaviour are appropriate on the grounds of gender.
- organise activities so that children are not necessarily divided into gender groups and that girls and boys have equal access to spaces and resources.
- praise and reward children or punish them in ways that do not discriminate between children on grounds of sex.
- ensure that extra curricular activities are open to children of both sexes.
- evaluate all areas of the curriculum to ensure that the principle of gender equality is present.
- review all teaching materials and books available to children for gender bias and stereo typical images.
- ensure that both men and women are invited to school to talk about their jobs, experiences, etc., thus avoiding some traditional expectations about patterns of employment, activities etc.
- monitor all school written communications including letters to parents, notices, displays for sexist language or gender bias.

7. Equality of opportunity in racial issues

7.1 In establishing equality of opportunity in the curriculum and life of our Academy, there is recognition that racism will always have a negative effect on children's learning, achievement and attitudes towards others. If our curriculum ignores such issues, it will disadvantage all children, white pupils because of the impediment caused by their unchallenged assumptions and the attitudes they hold about black and other minority groups and also children from black and other minority groups because their progress will be impeded by inequalities in their access to curriculum provision. Additionally, all children will be denied the enrichment brought into the curriculum by a multi-cultural dimension.

7.2 No racial incident or harassment will be tolerated. All reports of racial incidents of harassment will be treated seriously and consistently by all staff and must be recorded and the response made at the time of the report. A record book for logging such incidents is kept in the Headteacher's Office. In any incident involving racism staff should be aware of the need to support and counsel the victim, to deal with the perpetrator and involve parents.