



**EQUAL OPPORTUNITIES
POLICY**

Summer 2015

Review Summer 19

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This policy has been compiled with reference to The Equality Act 2010.

Aims

It is a fundamental principle of Birch Hill Primary School that all members of the school community are valued, within an environment which is inclusive, regardless of race, gender or ability.

All pupils should have access to, and the opportunity to benefit from, the school's educational opportunities and social activities regardless of race, gender and physical or mental ability.

- ✓ Management of behaviour, teaching and learning will take account of today's diverse cultural society.
- ✓ Children should be given positive information and images about people who are different from themselves. Staff should be aware of stereotyping, and challenge it.
- ✓ The school will be resourced in accordance with the stated aim of equality of opportunity. A message is conveyed through the resources and visual materials provided and displayed in the school which may affect a pupil's views as to who is important and valuable in society. Teachers should avoid using materials which contain gender, disability or racial stereotypes. Teachers should try to select resources that represent a multicultural society and contain positive images of minority groups.
- ✓ The school will ensure a climate in which young people suffering bullying based on any form of discrimination are able to seek prompt help and support from adults in authority.

Employment

As an employer, Birch Hill Primary school will take all reasonable practical steps to:

- ✓ ensure that when employment decisions are made, the only personal characteristics taken into account are those which, as well as being consistent with relevant legislation, are necessary for the requirements and proper performance of the work involved;
- ✓ ensure that when an employment decision is made about an individual, the decision is based solely in an assessment of the capability and suitability of the individual and not on any generalised concepts about the characteristics of categories of groups of people;

- ✓ enable all employees, full or part time, to be offered appropriate training opportunities;
- ✓ remunerate all employees in accordance with the stated aims of the school pay policy.

The school's recruitment procedures will not discriminate against people on the grounds of their ethnic grouping.

Gender

Staff must avoid strategies and practices that emphasise gender divisions.

- ✓ There is no stereotyping in the kind of activities offered to children in the classroom.
- ✓ Staff should be aware that some books and materials perpetuate gender stereotyping.
- ✓ Most physical activities are undertaken without any gender division.
- ✓ Selecting groups using gender as criteria should be avoided, unless ensuring a balance in a class.

Allegations of harassment and expressions of prejudice based on gender, whether on the part of adults in schools or of pupils, should be investigated and where proven should be directly challenged and action must be taken to prevent their recurrence.

Ethnicity and Race Equality

Racist behaviour in any form is unacceptable. The following behaviour is inappropriate in present-day society, and is unacceptable in school.

- ✓ Any form of abuse (physical or verbal) of a racist nature.
- ✓ Intimidation of a racist nature.
- ✓ Expressing prejudices or deliberate misinformation on racial or ethnic distinction.
- ✓ Distributing racist literature.
- ✓ Writing or expressing provocative slogans of a racist nature.

The definition of a racist incident is 'any incident which is perceived to be racist by the victim or any other person.'

No racist behaviour should be ignored. Staff should explain why it is offensive and unacceptable and give children any appropriate information necessary.

All incidents must be recorded and parents and governors informed of its nature and the appropriate action taken to deal with it.

Pupil achievement is constantly monitored. One strand in the monitoring process at Birch Hill will be the performance of pupils from different ethnic groups. This performance will be analysed and should variations of achievement be noticed between groups or individual pupils of different ethnic groups, steps will be taken to understand the reason and to implement suitable corrective actions.

The Curriculum content and activities and the school's resources will reflect the ethnic and cultural diversity of modern life and promote a positive and inclusive school community.

The Governors will endeavour to ensure that the membership of the Governing body reflects the ethnic and cultural diversity of modern life and promotes a positive and inclusive school community.

Special Educational Needs and Disability

The school embraces the following principles when meeting the needs of children with SEN:

- ✓ the entitlement of all pupils to a broad and balanced curriculum, which includes the National Curriculum and provides educational experiences of a high quality - this entitlement they hold in common with all pupils;

- ✓ a commitment to involve and support parents and pupils as active partners of equal value in the education process;
- ✓ setting high expectations for children with SEN and the development of the full potential of individual pupils, to prepare them for their roles as adult members of society;
- ✓ the achievements of all children will be recognised, celebrated and encouraged.

Refer to SEN Policy for further details.

Gifted and Talented Children

Refer to More Able Children Policy for details.

Belief

Religious Education should seek to ensure that it promotes respect, understanding and tolerance for those who adhere to different faiths and those not following a religious faith. Pupils need to recognise, understand and respect diversity of values in order to determine their own religious or secular position.

Sexual Orientation

Teachers should be able to deal honestly and sensitively with sexual orientation, answer questions and offer appropriate support. Staff need to be able to deal with homophobic bullying and the unacceptability of and emotional distress and harm caused by bullying in any form, including as a result of a young persons developing sexual orientation.

Socio-economic Circumstances

Staff will be aware that children from Traveller families may need extra support to enable them to attend school and access the curriculum.

Every effort will be made to ensure that this group of children is included and not marginalised in any way although they may be in school for only a short time.

Children who have English as an additional language will be assessed on admission to school and if necessary, contact will be made with the EAL Coordinator and the 'EAL' service in Reading who will help to assess and identify the type of support necessary to enable the child to access the curriculum throughout all key stages.

Looked after children (children in public care) may have particular needs in terms of pastoral and academic support. The SENCO is currently the designated teacher to act as a resource and advocate for children in public care.

Wherever possible, it is important to ensure that pupils are not excluded from extra-curricular activities because of parents' or carers' inability to meet costs.

Staff will need to be aware of individual circumstances and sensitive to them in arranging support in case of need or when dealing with free school meals.

Appearance

Staff should guard against assumptions about pupils based on their appearance. This includes physical characteristics, as well as clothing or other aspects of appearance.

EAL Policy – Induction Procedures for new arrivals

Before the pupil arrives:

- Consult BFBC office staff as they are the first point of contact for the family.

- Allow time before the first meeting to acquire bilingual translations or arrange for an interpreter if necessary.
- Initial meeting and interview to collect key language and educational background information. Give the addendum to the admission form questionnaire to provide additional information.
- Give out Birch Hill School Booklet and EAL “Welcome Booklet” to parents (Available with the EAL support team, printed in required language).
- Ask parents to bring in any reports, school texts and exercise books from previous school. Advise that the pupil may bring in reading books in the first language to school.
- Check correct spelling and pronunciation of pupil’s name. Use a phonetic notation alongside.
- Check whether parents can provide a bilingual dictionary, if not ask EAL co-ordinator to request one from the EAL support team or the Education Library Service in Reading.
- Inform parents that the teachers will communicate with them regularly through a home-school link book, and will enable them to support learning at home.
- Provide EAL induction pack containing:
 1. information about the English school system – Learning Journey DfES website www.parentcentre.gov.uk
 2. plan of the school
 3. calendar dates
 4. outline of the school day
 5. uniform requirements, with details of supplier
 6. homework system
 7. who to contact to get information about their child’s work and progress
 8. lunch arrangements, a sample menu, including information of benefits such as free school meals
 9. information about the local and town library, with map
 10. check if parents want to learn English, give details of Bracknell and Wokingham College

Preparation for placing and EAL pupil in class:

- Share background details with class teacher, LSAs and lunchtime staff
- Talk to the class about the new pupil’s country of origin
- Display examples of the pupil’s home language
- Check that pupils are placed in a group appropriate to their ability and where they will have good models of spoken English
- Ask EAL co-ordinator for help in providing resources in appropriate language

When the pupil arrives:

- Set up a buddy system.
- Where possible, introduce or pair with other pupils who speak the same language.
- Ensure that the pupil’s name is pronounced correctly.
- Show the pupil around the school again. Make sure the toilets, dining hall and office are shown.
- If possible use a visual timetable.
- Sit the pupil near the front to facilitate frequent eye contact with the teacher.
- Ensure that older literate pupils are using a bilingual dictionary and have an indexed vocabulary note book.
- Use a home/school link book to send home information about key areas being covered each week. Send a list of key vocabulary.