



## Wyton on the Hill Primary School Equal Opportunities and Community Cohesion Policy

### Policy Statement

Equality of opportunity at Wyton Primary School is based on the following core values:

***The ethos of the school supports the development of self-respect and self esteem in all pupils, staff and the community it serves. We place a high value on diversity and treat every member of the school as an individual. In this respect, we aim to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and of the need to prepare pupils for life in a pluralist society. Wyton Primary School is opposed to all forms of prejudice and discrimination.***

### Attainment and progress

- 1.1 Our aim is to ensure all pupils achieve standards of the highest levels. Pupil achievement is monitored by formal and informal procedures. It is analysed by gender, ethnicity and background.
- 1.2 Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support.
- 1.3 The school will ensure, where possible, that assessment is free of gender, cultural and social bias. Baseline assessment is used appropriately for all pupils.
- 1.4 All children are encouraged to take responsibility for their own learning through regular reflection on their progress.
- 1.5 Progress reports to parents are accessible and appropriate, in order to ensure all parents have the opportunity to participate in the dialogue.
- 1.6 All forms of achievement are recognised and valued.

### Attitudes, behaviour, personal development and attendance

- 2.1 The school promotes positive approaches to difference, fostering respect for people and property. Language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group will not be tolerated.
- 2.2 There is high expectation of all pupils with regard to behaviour and attendance.

- 2.3 All forms of harassment, including racism, sexism and homophobia, are recorded, monitored and dealt with in line with the school's behaviour and anti-bullying policies and in line with the Cambridgeshire Code of Practice for Racial Harassment.
- 2.4 Pupils, staff and parents are aware of procedures should incidents of harassment arise and all staff operate consistent systems of rewards and discipline.
- 2.5 The school works in partnership with parents and the community to tackle specific incidents of harassment and to develop positive attitudes to difference.
- 2.6 Staff members receive regular training and are encouraged to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all children.
- 2.7 It is recognised that cultural background may effect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.
- 2.8 Pupils are encouraged to become independent and to take responsibility for their own behaviour.
- 2.9 Exclusions and attendance are monitored by gender, ethnicity, special educational need and background.
- 2.10 The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is followed up by appropriate personnel who are aware of community issues.

## **Teaching**

- 3.1 All children are encouraged to become responsible for their own learning.
- 3.2 Teaching is responsive to pupils' different learning styles in order to engage all pupils.
- 3.3 The teacher ensures that the classroom is an inclusive environment in which children feel all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them.
- 3.4 Teaching styles include collaborative learning so that children appreciate the value of working together. All children are encouraged to question, discuss and collaborate in problem solving tasks.
- 3.5 Pupil grouping in the classroom is planned and varied.

- 3.6 Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- 3.7 Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas.
- 3.8 All resources are reviewed regularly to ensure they reflect the inclusive ethos of the school.

## **Curriculum**

- 4.1 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes.
- 4.2 All pupils have access to the mainstream curriculum.
- 4.3 The curriculum builds on pupils' starting points and is differentiated appropriately:
  - For pupils with English as an additional language
  - For pupils from minority ethnic groups, where necessary
  - For pupils with Special Educational Needs
- 4.4 The content of the curriculum reflects and values cultural diversity.
- 4.5 The curriculum encourages pupils to explore bias and to challenge prejudice and stereotypes.
- 4.6 All subjects contribute to the spiritual, moral, social and cultural development of all pupils.
- 4.7 Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.
- 4.8 Informal events are designed to include the whole school community and at times will target minority or marginalised groups.

## **Leadership and management**

- 5.1 All school policies reflect a commitment to equal opportunities.
- 5.2 The management of the school and the governing body set a clear ethos which reflects the school's commitment to all its pupils and staff.
- 5.3 Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and wider community.
- 5.4 All staff members are consulted in the decision making process.
- 5.5 Additional grants and resources (such as those provided for Traveller pupils and for those with English as an additional language) are appropriately targeted and monitored.

## **Staffing**

- 6.1 All staff, including non-teaching and part time staff are given status and support.
- 6.2 The induction of new staff addresses issues of equality.
- 6.3 Staff training and handbooks include equal opportunities issues.
- 6.4 All members of staff have access to INSET which will enable professional development.
- 6.5 Recruitment and selection procedures are fair and equal.
- 6.6 Staff reflect ethnic and gender diversity at all levels.
- 6.7 The skills of all staff members are recognised and valued and staff are encouraged to share their knowledge.
- 6.8 Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.
- 6.9 There is a named member of staff responsible for equal opportunities in the school.

### **Partnership with parents and the community**

- 7.1 All parents are encouraged to participate at all levels in the full life of the school.
- 7.2 Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.
- 7.3 Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.

### **Monitoring and review**

- 8.1 All members of staff and the governing body have the responsibility of implementing this policy. The effectiveness of the policy will be evaluated on an annual basis by the Co-ordinator for Inclusion.

**Signed by the Chair of Governors.....**