



## EQUALITY OF OPPORTUNITIES POLICY

SSPo9

v3

POLICY	REFERENCE	FORM
<a href="#">SSPo11 - Inclusion Policy</a>	<a href="#">SSR6 – Special Educational Needs and Disability Code of Practice: 0-25 Years</a>	<a href="#">SSF10 – Designated Responsibilities</a>
<a href="#">SSPo12 - Gender Equality Policy</a>	<a href="#">SSR11 – Removing Barriers</a>	<a href="#">SSF19 – Equal Opportunities Survey</a>
<a href="#">SMPo5 - Admissions Policy</a>	<a href="#">SSR12 – Every Child Matters: Next Steps</a>	<a href="#">SSF20 – Equal Opportunities Summary</a>
<a href="#">SAPo3 - Charging and Remission Policy</a>	<a href="#">SSR32 – What Equality Law Means for You as an Education Provider: Schools</a>	

In 2011 a single equality duty covering all seven equality strands defined in the Equality Act 2010 i.e. race, gender, gender identity, disability, age, religion or belief and sexual orientation will come into force, until that time we will continue to meet our legal obligations under the separate race, disability and gender equality duties while embracing the spirit of the Equality Act 2010. This policy should therefore be read alongside Inclusion Policy [SSPo11](#) and Gender Equality Policy [SSPo12](#).

It is the policy of Langley Hall Primary Academy to recognise and acknowledge that each and every child is an individual and that all diversities of personalities, abilities, culture and character will be respected and nurtured without racial, gender or other forms of stereotyping. Staff will act as role models for children and parents and inappropriate attitudes or behaviours will be challenged through a commitment to reflect and celebrate the diversity of our society, and to speak out when prejudice or discrimination is revealed.

Every employee will recognise, observe and report on a child's abilities and will seek to meet the needs of every child as an individual, encouraging them to actively participate in school life, even if this means adapting what we do to meet their particular needs. A wide range of activities will be offered with resources reflecting the diverse backgrounds, language and physical abilities and needs of the children in our school. Our Inclusion Policy [SSPo11](#) and Gender Equality Policy [SSPo12](#) give more specific details of our practice.

We respect the families of our children and encourage parents to assist us in developing an understanding of any additional needs they or their child may have. We do not make judgments about the family backgrounds and lifestyles of the children in our care or their families, and if discrimination or prejudice is revealed, whether by action or inaction or by expression of opinion by a child, member of staff or visitor to the school, it will be challenged by staff and a record made of the incident.

Admission to Langley Hall Primary Academy is non-discriminatory (see Admissions Policy [SMPo5](#)) and we reaffirm our commitment to working alongside parents and other agencies to ensure that we provide equality of opportunities for all those whose lives we touch. We acknowledge that we must consider the impact of equality of opportunities as it impacts parents and family members who visit our school especially in terms of ensuring equal access to information and to the school itself.

Langley Hall Primary Academy has a named person designated as responsible for overseeing the practice of ensuring equal opportunities. This person is identified on Designated Responsibilities [SSF10](#) displayed within the school.

The policy of Langley Hall Primary Academy with regard to multi-culturalism, anti-racism, disability discrimination and language barriers needs to be made explicit and we naturally expect positive support and co-operation from children, parents and staff for these values. Staff have a responsibility to adhere to all policies of Langley Hall Primary Academy and will be encouraged to access training to help them to better understand the challenges of our equal opportunities policy and how this can inform the education and care of every child.

### **What does equal opportunities mean?**

Within society generally, there are groups of children who may experience disadvantage in the education and care they receive because of a variety of factors including disability, special educational needs, home language, gender, ethnicity or socio-economic background. Equalising opportunities means ensuring that all children can achieve, and that these achievements are valued.

There are three key elements to equalising opportunities:

#### **Equality of Opportunity**

It is not enough to provide learning activities and leave children to benefit from them. At Langley Hall Primary Academy the staff's role is to promote access to the curriculum and development through it. An accessible programme will have elements in it that engage all children, because they are recognised by all.

#### **Equality of Contribution**

Children do more than receive knowledge; they themselves contribute to the process of learning by bringing to it their own cultural experiences, values and perspectives. Staff at Langley Hall Primary Academy utilise such contributions through careful planning and evaluation of the curriculum, learning activities and opportunities.

#### **Equality of Esteem**

Children need to be visibly shown esteem as individuals, children and family members in order to develop self-esteem. The partnership between parent and Langley Hall Primary Academy in the education and care of each child will be particularly important.

### **Multicultural & Anti-Racist**

#### **Definition of racism:**

- Prejudiced beliefs and attitudes of individuals, both conscious and unconscious;
- the uneven distribution of collective power and influence;
- discriminatory practices, procedures and customs.

We live in a multicultural society and as such, our school has a duty to prepare all of the children in our care to play a fulfilling and dignified role within it, building upon the strengths of cultural diversity.

Two essential aspects of the approach required to achieve this aim are "multi-culturalism" and "anti-racism" and these values which are an integral part of good education, permeate the practices of the whole of our school with regard to both the formal and hidden practices. In the same way, the ethos of our school is reflected in the physical environment and we will ensure that displays created by staff and children reflect and celebrate the diversity of our intake and our community.

The major festivals of the main ethnic groups within the school will be formally acknowledged (e.g. Diwali, Hanukkah, Christmas etc.) although the 'climate' will also encourage an appreciation of all cultures and religions within our community.

When pupils enter the school, their names will be correctly established and recorded with due regard to ethnic origins. Correct spelling and pronunciation will also be established.

### **English as an Additional Language**

Langley Hall Primary Academy will recognise a child's first language and if a child has very little English will ask parents for key words to enable staff to communicate with their child in their home language during their early days in our school.

Special care will be taken to provide resources and learning activities appropriate for children with English as an additional language and staff will be made aware of children with English as an additional language. Children's language development will be supported by providing a range of opportunities where both English and the child's home language can be heard, seen and used.

Langley Hall Primary Academy will if necessary encourage parents to be accompanied by a translator at meetings arranged with the staff.

### **Opportunities for children with disabilities**

Langley Hall Primary Academy is aware of its obligations under the Equality Act 2010 and seeks to ensure that the premises and activities are accessible to children, parents, staff and visitors. It is our aim that resources acquired enable children with physical, sensory or mental impairment to access our services as fully as possible. We will continue to work towards making our school as accessible as possible.

Langley Hall Primary Academy has a named person designated as responsible for overseeing the practice of ensuring opportunities for children with special educational needs. This person is identified on Designated Responsibilities [SSF10](#) displayed within the school.

### **Special Educational Needs**

Langley Hall Primary Academy follows the Special Educational Needs and Disability Code of Practice: 0-25 Years [SSR6](#) and will work with outside agencies where appropriate to increase staff skills and support children's learning.

At Langley Hall Primary Academy our Inclusion Policy [SSPo11](#) identifies the help and assistance given to children with specific special needs as well as those who are gifted and talented and/or from minority ethnic heritage including those for whom English is an additional language but who would otherwise not be considered as having special needs.

### **Financial hardship**

On occasion, activities and events may be provided for which a parental contribution will be sought or required. Langley Hall Primary Academy will carefully consider any requests for remission from such charges from parents experiencing genuine financial hardship. Further information can be found in our Charging and Remission Policy [SAPo3](#).

### **Monitoring**

In order to help us to monitor equal opportunities, we will ask parents to complete an Equal Opportunities Survey [SSF19](#). The information provided by parents will be summarised using Equal Opportunities Summary [SSF20](#). This survey will be completed each January, and more often if it is believed that the information is no longer representative of the school's parents and children.

We will also review parent comments and other information received for examples of where we could develop our equality of opportunities practice still further.

We recognise that parents have a right to choose a school that best fits with their own views on education and on moral or religious issues. We also recognise that it is impossible to be all things to all people. With this in mind, we believe that the needs and views of our parents should be met as long as they do not conflict with any of the basic aims and principles upon which the school is built.