

Equality of Opportunity Policy Statement

Equality of opportunity at Newhaven School is based on the following core values. The aims and 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. Newhaven is opposed to all forms of prejudice and discrimination.

Our policy endorses the three principles of inclusion in the National Curriculum:

- Setting suitable learning challenges;
- Responding to pupils diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Attainment and Progress

1. Our aim is to ensure all pupils achieve standards of the highest levels. Pupil's achievement is monitored by formal and informal procedures. It is analysed by sex, ethnicity, SEND and social circumstances.
2. Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support.
3. The school will ensure, where possible, that assessment is free of cultural and social bias. Baseline assessment is used appropriately for all pupils.
4. All children are encouraged to take responsibility for their own learning through regular reflection and their progress.
5. Progress reports to parents are accessible and appropriate, in order to ensure all parents have the opportunity to participate in the dialogue.
6. All forms of achievement are recognised and valued.

Attitudes and Environment

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

4. Pupils, staff and parents are aware of procedures should incidents of harassment arise and all staff operate consistent systems of rewards and discipline.
5. The school works in partnership with parents and the community to tackle specific incidents of harassment and to development positive attitudes to difference.
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.
7. It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.
8. Pupils are encouraged to become independent and to take responsibility for their own behaviour.

Admission, attendance discipline and exclusion

1. Exclusions, behaviour and attendance are monitored by sex, ethnicity, special educational need and background.
2. 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.
3. Comprehensive information about pupils' ethnicity, first language, religion, physical and learning needs, diet is included on all admission forms.

Teaching

1. All children are encouraged to become responsible for their own learning.
2. Teaching is responsive to pupils' different learning styles in order to engage all pupils.
3. The teacher ensures that the classroom is an inclusive environment in which children feel all contributions are valued. Where groups or individuals are marginalized, the teacher takes positive steps to include them.
4. Teaching styles include collaborative learning so those children appreciate the value of working together. All children are encouraged to question, discuss and collaborate in problem solving tasks.
5. Pupil grouping in the classroom is planned and varied.
6. Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
7. Resources and displays reflect the experience and background of pupils, promote diversity and challenge stereotype in all curriculum areas.
8. All resources are reviewed regularly to ensure they reflect the inclusive ethos of the school.

Curriculum

1. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes.
2. All pupils have access to a broad and balanced curriculum.
3. The curriculum builds on pupils' starting points and is differentiated appropriately:
 - For pupils with English as an additional language
 - For pupils from different ethnic groups, where necessary
 - For pupils with Special Educational Needs
4. The content of the curriculum reflects and values cultural diversity and anti-racism.
5. The curriculum encourages pupils to explore bias and to challenge prejudice and stereotypes.
6. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.
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.
8. Informal events are designed to include the whole school community but at times will target individual groups.

Policy, Leadership and Management

1. All school policies reflect a commitment to equal opportunities.
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.
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.
4. All staff members are consulted in the decision making process.
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 – Recruitment, Training and Professional Development

1. All staff, including non-teaching and part time staff are given status and support.
2. The induction of new staff addresses issues of equality.
3. Staff training and handbooks include equal opportunities issues.
4. All members of staff have access to INSET, which will enable professional development.
5. Recruitment and selection procedures are fair and equal.

6. The school aims that staff reflects ethnic and gender diversity at all levels. Where it does not, actions are targeted to support the development of under-represented groups.
7. The skills of all staff members are recognised and valued and staff are encouraged to share their knowledge.
8. Staff and visitors provide a wide a range of role models and reflect the diversity of the local and wider community.
9. There is a named Equity and Diversity Co-ordinator who is line managed by a member of SLT.

Parents, Governors and Community Partnership

1. All parents are encouraged to participate at all levels in the full life of the school.
2. Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.
3. We will ensure that governor support is appropriate for all ethnic groups.
4. We will encourage people from ethnic communities to become school governors.
5. We will strive to develop partnerships with local ethnic and religious community organisations.

Monitoring and Review

All members of staff and the governing body have the responsibility of implementing this policy. Monitoring of the policy in relation to pupils should include

- Analysis of examination results to include attainment and progress of the various ethnic, social and learning ability groups
- Analysis of behaviour records
- Analysis of exclusion
- Analysis of racism, racial harassment, sexism and bullying
- Analysis of Post 16 destinations
- Analysis of parental involvement in the life of the school (including membership of the governing body) by ethnicity, gender and social class

Monitoring of the policy in relation to staffing should include:

- A breakdown of staffing structure by ethnicity, gender and disability
- A breakdown of professional development activities undertaken, by ethnicity, gender, disability – as well as department

Reporting on the impact of the policy

To ensure that our policy is being deployed as it should, to raise attainment and expectations for all, it is suggested that the school reports it's monitoring to the Governing body on at least on an annual basis, perhaps to coincide with the reporting of the examination results. The effectiveness of the policy should be evaluated on an annual basis.

Reviewed June 2022 This policy is Reviewed Bi-Annually