



THE MOSLEY ACADEMY



EQUAL OPPORTUNITIES POLICY

"The ethos of our Academy should support the Academy's policy on equality of opportunity by countering stereotypes and prejudice, reducing the effects of discrimination and helping pupils to accept and understand social diversity. Teaching materials should not be stereotyped or discriminatory. Where evaluation shows material to be inappropriate, plans for its replacement or adaptation should be established".

A STATEMENT OF PURPOSES

At The Mosley Academy we wish to ensure that every pupil is made aware that he / she has a worthwhile contribution to make to the life of the School and that contribution is valued by others. It is important that this statement also applies equally to all employees - teaching and non-teaching.

The purpose of this policy statement is to:-

1. Recognise the illegality of discrimination, where any pupil or employee is treated less favourably than others on the grounds of gender, race, class, physical disability or religion.
2. Acknowledge the existence of discrimination and commitment to the provision of equal opportunities and equal entitlement to all in our School Community.
3. Ensure that an agreed policy on equal opportunities is put into practice at The Mosley Academy and that this is taken into account in planning for School and curriculum development.
4. Evaluate and monitor equal opportunities provision with the School.

OUR AIMS

Curriculum

"In order to make access to the whole curriculum a reality for all pupils, schools need to foster a climate in which equality of opportunity is supported by a policy to which the whole school subscribes and in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted!"

1. To provide a broad and balanced curriculum, so that each child is given opportunities to encounter and develop knowledge, skills and understanding which meet his or her own needs.
2. To ensure that the learning experiences offered to all pupils are of high quality and thoughtfully planned, giving them access to the full range of resources and activities available within the School. Staff will be supported in achieving this through opportunities for professional development.
3. To choose learning materials and resources which avoid gender bias and stereotyping. They should also reflect the diverse and multi-racial nature of our society and be lively, interesting and fit for purpose.
4. To provide opportunities in curriculum content to promote pupil's respect for different environments and cultures and further their understanding that no society is in any way superior.
5. When choosing themes or topics, or within a planned learning experience, to take into account the interest of all children and promote awareness and respect for different cultures in our own and other societies.

School and Classroom Organisation

1. An awareness of equal opportunities needs to be considered when grouping children for activities. Children will be grouped appropriately for the task.
2. Each child should be given opportunities to exercise responsibly within the classroom or school, with care taken regarding stereotyping of roles (e.g. boys carrying, girls tidying). We should allow both boys and girls to act as carers and leaders.

Resources

1. Books and resources in the School should be checked before they are ordered to ensure that they do not give a stereotypical or over-simplified view in terms of culture, race, gender or disability. When choosing new materials we should look for balance so that minorities and both sexes are depicted in positive roles in stories and settings.
2. Language used in resources should be monitored for bias, so that we do not promote negative or derogatory images (e.g. "natives", "primitive", "square") or the overwhelming predominance of men and boys, to the exclusion of women and girls, in positive roles.
3. Display materials and illustrations should reflect the diversity of our Society where appropriate and again show men and women in positive situations and roles.

THE SCHOOL ETHOS

At The Mosley Academy we try to ensure that everyone is given opportunities to value their own contribution to the Academy and have this noticed and valued by others. Because we are a village school it is important to ensure that the village children have their horizons broadened and given access to different cultures. We have well established links with our partner primary schools and the high schools to which our children progress. Our vicar, the Methodist lay preacher, as well as representatives from other faiths are invited to talk to the children in Assembly and in the classrooms.

We actively promote good relationships between everyone in the Academy and to build an atmosphere of mutual trust and confidence. We feel that this will not only make the Academy a happier place in which to live and work, but will have a positive effect in enhancing teaching and learning.

Some strategies, which helps us to achieve The Academy ethos, are set out below:

1. Friday assemblies aim to:
 - a) celebrate the good work
 - b) reward those who show kindness and consideration for others
 - c) to celebrate birthdays
 - d) to celebrate sporting achievement
2. The harvest service, concerts, performances and PTA events involve parents in the life and work of the school.
3. Positive reinforcement of good behaviour, "The Golden Rules", is given rather than giving a high profile to misbehaviour. The School has defined strategies for dealing with any behavioural problems (loss of "Golden Time"). All children understand that name-calling, bullying or biased attitudes and behaviour are unacceptable. All parents are given a copy of the School's Behaviour Policy upon admission.
4. Changing grouping for specific tasks so that children have opportunities to join in co-operative activities with different people and different years.
5. Drama and role-play.
6. Genuine partnership between the child, their parents and the school is positively encouraged.

EDUCATION FOR ALL

Children are prepared for life in a multi cultural society. They are helped towards and awareness that people in Britain today come from a variety of cultural backgrounds and ethnic origins and as such may have their own distinct language, religion and culture, including such aspects as music, food, literature and customs.

We aim to help children to develop the necessary knowledge, understanding, skills and attitudes with which to play a full an active part in our multi cultural society.

Through a variety of learning experiences the children will be able to explore the contributions of different culture, racial and religious groups in our society and at the same time broaden their knowledge and understanding of such groups. In this way it is hoped that the children's awareness and respect for cultural and ethnic diversity in the classroom, the school or the community will be developed.

Work to develop this cross-curricular dimension may be included in both class and whole school based topics or themes. For example a topic such as "India" or "Celebrations" may focus on various aspects of one (or more) of the community's culture and life. Both religious and secular festivals provide excellent opportunities in which to consider ethnic diversity and could be included in class and school assemblies. A topic in geography will also provide an opportunity to consider other cultures and ethnic backgrounds. The use of literature in the form of story and poetry may provide a useful vehicle for encouraging children to recognise and understand people from other races, cultures and religions.

Through the partnership that exists between home, school and community, we hope to enrich the curriculum by encouraging people from other cultures, religions and ethnic backgrounds to visit school and share their experiences and ideas with the children.

As a school we actively promote attitudes and values that enable the children to recognise the work of every individual. The children are encouraged to respect themselves and others, be it in pupil / pupil relationships, pupil - staff relationships and relationships with others in the school and wider community. Tolerance and understanding of others is promoted amongst children and staff who are encouraged to appreciate individual differences.

Through our general routines in school and in the classroom we strive to ensure that our practises and procedures are not discriminatory in any way.

As a school we acknowledge and respond to the differing needs of all individuals whatever their cultural or ethnic background and experiences. Therefore all individuals receive equality of opportunity in our school. Where necessary the curriculum can be adapted so as to respond to the particular needs of a group of children.

Staff try to eliminate any bias towards or against any particular group or individual. They are asked to respond positively in their approach to incidents relating to race or religion be it in the classroom or the playground or with parents.

IDENTIFYING RACIST BEHAVIOUR

There are occasions when a child or adult might exhibit racist behaviour towards another person. These need to be swiftly identified and dealt with.

POLICY FOR STAFFING

Teaching:

At The Mosley Academy teaching staff appointments are made following the procedure for appointments set out in the Pay Policy Document.

All main scale appointments are advertised through the County website and those selected for interview would meet the list of essential criteria.

Our prime aim is to appoint an outstanding primary class teacher. Although for some posts we may be looking for specific curriculum strengths, we feel that curriculum or-ordination is a transferable skill and it is the appointment of a good primary teacher which is important.

All staff are encouraged to develop other curriculum strengths and expertise and to work as part of a curriculum team. There will be the flexibility to change areas of responsibility to develop other skills.

Any post will first of all be advertised internally and only if that post cannot be filled then external adverts be placed. Existing staff will be encouraged to consider their own professional development and career development within the staffing structure of the Academy.

Non-teaching Staff

At the Mosley Academy non-teaching staff appointments are made following the procedures for appointments set out in the Pay Policy Document.

All non-teaching staff are encouraged to develop their expertise and professional development through courses, meetings and variety of work.

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