



# EQUAL OPPORTUNITIES POLICY

Reviewed by the Local Governing Body: **Spring 2017**

To be reviewed: **Every 2 Years**

Next review: **Spring 2019**

Date Approved by the Genesis Education Trust Board: **Summer 2017**

*\*Except in the case of dismissal the term 'Head Teacher' refers to the Executive Head and the Heads of School (Federation). The power to dismiss is vested in the Executive Head Teacher or Head Teachers of individual schools. Executive Head/ Head Teacher/Head of School/Associate Head (henceforth referred collectively as Head Teacher, unless specifically stated)*

## **Rationale**

This policy outlines aims and objectives based on agreed intentions of all staff in the school.

The policy encompasses issues of sex, race, class and disability and promotes an understanding of cultural and physical diversity and challenges stereotypes.

This policy is important to all aspects of school practice, including planning and monitoring, organisation, staffing and the selection of resources. Central to this is the professional commitment and developing awareness of staff, and the quality of their interactions with all children and with each other.

This policy recognises the recent Ofsted Guidance regarding the promotion of “British Values”. Actively promoting the values means challenging opinions or behaviours in school that are contrary to British values and sits well within the current provision for Spiritual, Moral, Social and Cultural curriculum already in place.

## **Purpose**

- To create an environment in which everyone can learn and be proud of whom they are, by providing for all children and adults, regardless of gender, sexuality, race, ethnicity, religion, socio-economic background and disability.
- To be mindful of the difficulties that some groups face and ensure that we do all that we can to remove obstacles acknowledging that equal opportunities is not treating everybody the same, but is making opportunities for everybody to learn.
- To develop a school community in which children and adults worth is valued in which personal achievement is acknowledged and celebrated.
- To extend children’s and adult’s knowledge of different cultures, languages and faiths and to value differences by drawing on children’s backgrounds and experiences to break down barriers and build positive attitudes.
- To be mindful of and to overcome personal prejudices and stereotypical views and to challenge discrimination based on social divisions of class, race, gender, sexuality, special needs or disability and to help members of the school community to challenge discrimination.

## **Guidelines**

### **The Curriculum**

**In relation to the curriculum in this school, we share the following principles to promote equal opportunities.**

- Treating children as individuals with their own strengths and weaknesses, attitudes, backgrounds and experiences.
- Challenging myths, stereotypes and misconceptions.

- Learning materials are chosen with care to reflect the diversity of cultures, gender roles and disabilities e.g. musical instruments from around the world, books which counter stereotypes.
- Provide an entitlement curriculum which aims to offer broad balanced learning experiences for all making deliberate efforts to help children participate in all aspects of learning, by choosing appropriate practical tasks and activities that are relevant and match the needs of learners e.g. topics and stories of equal interest to boys and girls.
- Ensuring equal access to the curriculum, by careful consideration of the barriers to learning and providing encouragement and support
- To provide support for bilingual children and children experiencing speech, language and communication difficulties to ensure that their learning and linguistic needs are met and that all aspects of the curriculum are accessible to them e.g. by using pictures and symbols and explaining what a term means, modelling language ( not expecting children to know what to do or say); using talk partners to rehearse ideas before feeding back to the class; using paired collaboration when working on tasks and demonstrating tasks.
- Provide a differentiated curriculum, by developing classroom approaches which allow for individual differences, but does not make distinctions which have a negative effect on learning.
- Ensuring equal opportunity to participate in talk and discussions and share experiences. Giving children time to think and all children the opportunity to answer questions, and by treating mistakes as valuable learning opportunities.
- Generating an awareness and respect for the languages, customs and differing abilities of children and developing an approach to all aspects of the curriculum which will promote a positive awareness of the cultures, religions and languages of our community.
- To do this we will:
  - plan assemblies focusing on diversity
  - organise specific activity days to celebrate diversity e.g. a world market, a library day to look at different cultures
  - celebrate festivals throughout the school
  - Recognise and respect the use of other languages e.g. greetings in different languages and
  - Reflect diversity by creating displays of art work and by providing experience of music and concerts.
- Using children's knowledge of their ethnicity, home country, religion, experience when opportunities arise.

### **Social, Emotional and Mental Health (Formally Social, Emotional and Behaviour):**

This school seeks to encourage relationships and behaviour which promote respect for all members of the community through:

- Circle time activities / SEAL & PSHE Lessons

- Celebration of all children's effort and achievement
- Promoting role models of different sex, cultural backgrounds and disability.
- Encouraging a variety of play at playtimes and providing activities and space for boys and girls in the playground.
- Teaching children to treat each other with kindness and respect, by ensuring that name calling is seen as totally unacceptable and encouraging children to give each other equal chances and accepting that mistakes are part of the learning process.
- Praising effort and raising the status of children in special groups by showing their work to the class and celebrate achievement.
- Staff setting examples in their interactions with children, parents and each other.
- Being aware that children and adults sometimes make 'scapegoats' of others and also the effects of peer pressure.

### **Specific Procedures**

We need to recognise that children, parents and staff come to school with different experiences, attitudes and expectations due to the diversity of home experiences and cultures. We are part of a world where inequalities exist and it is our duty to recognise and respond to discriminatory values and behaviours. We will do this by:

- Careful monitoring of progress through formative and summative assessment and ensuring that children have equal access to the curriculum
- Providing effective home school communications.
- Working with parents to ensure that they understand our policy and the reasons why e.g. notices are in other languages.
- Inviting parents and members of the community to work within school to provide opportunities to create greater understanding and challenge existing perceptions.
- Treating all parents with equal respect; they are welcomed and respected not judged.
- The school environment should reflect our commitment to equal opportunities.
- Following the school's Behaviour and Bullying Policy.
- Challenge behaviour that is hurtful and prevents children or adults from feeling safe or comfortable in the school.
- Ensuring resources reflect the school's positive attitude and are available to all.
- Reporting all incidents to the Local Governing Body.

### **Staff Training**

Active participation of all school personnel is necessary for the success of this policy.

- Staff meetings to discuss Equal Opportunities will take place to monitor and review the policy.
- Specific meetings will take place to develop staff knowledge and understanding of children's needs.
- Liaising with parents and staff and drawing upon their expertise.

## **1. Statement against racism**

**We recognise our responsibility as members of the school community to:**

- **eliminate unlawful racial discrimination**
- **Promote equality of opportunity and good relations between persons of different racial groups.**

**Racist behaviour means the unjust treatment of people because of their racial, religious or cultural differences and such treatment is racism even if it is unintentional.**

**Ripple Infants School will not tolerate racism or any form of discrimination on grounds of race, religion or ethnic origin.**

We will work to recognise and combat racism by:

- Developing a whole school approach to promote race equality and eliminate discrimination.
- All members of staff will carry individual and collective responsibility for racial equality throughout the school.
- Organising assemblies to develop children's understanding of different faiths and to tackle issues such as respecting others and name calling.
- Recognising that diversity enriches school life and acknowledge and encourage children and families to share their knowledge of their faith and culture when appropriate.
- Provide for bilingual children to ensure their learning and linguistic needs are met.
- To be mindful of cultural/ religious needs in relation to dress and diet.
- Following the Schools' admissions procedure ensuring fairness for all children.
- Ensuring fairness in behaviour management and providing support strategies for vulnerable children.
- Monitoring will take place to identify good practice and to tackle discrimination.
- Combating all observed racist incidents, including name calling and reporting them to the Head Teacher who will ensure that they are recorded. This might include incidents between staff or parents or children.
- Giving careful consideration to the needs of victims of such remarks and provide support as necessary.
- Taking action to prevent such incidents through a learning process reflecting on such behaviour and to involving parents as appropriate.
- Review the policy regularly with governors, staff, and children and ensure that parents are aware of the school's policy.

## **INCIDENT REPORT**

This form is for internal purposes only and should be completed in respect of any significant behavioural incident. It MUST be completed in respect of any incident in which physical restraint was used.

NAME/S-----

DATE----- TIME-----

NATURE: e.g. verbal abuse, threatening, refusal, kicking, punching, bullying, fighting

Other-----

INVOLVING: staff, pupils, property, equipment, other-----

PHYSICAL RESTRAINT NECESSARY: Please give a clear description of the events including an outline of the happened prior to the incident and consequences, a precise description of the pupil's behaviour, the danger and description of the restraint used.

FOLLOW UP ACTION TO BE TAKEN BY THE HEAD TEACHER

SIGNATURE OF HEADTEACHER-----

DATE-----