



## ALEXANDRA INFANTS' SCHOOL

# **EQUAL OPPORTUNITIES POLICY**

### **RATIONALE**

Our school serves an area of wide social and cultural diversity. We believe all individuals are of equal worth and celebrate the diverse nature of our school community and beyond. We strive to ensure that the whole school community feels valued has positive self image and can make a positive contribution to those around them.

### **AIM**

It is our aim at Alexandra Infants' School to promote equality of opportunity and high standards for all as expressed in the Government's White paper 'Excellence in Schools' (1997) and Learning for All (2000).

### **OBJECTIVES**

- Enable children to achieve and the school to maintain standards through an equal entitlement for all children.
- Take responsibility for implementing the school's Equal Opportunities Policy recognising that the early experiences of pupils differ widely due to diversity of opportunity and cultural background.
- The school to foster a positive atmosphere of mutual respect and trust amongst all pupils.
- Ensure that the environment, curriculum and resources provide a positive experience for pupils from all groups matched to experience and ability.
- Ensure that obstacles, which prevent minority groups of pupils, staff or parents from being involved in any of the school's activities are identified and action is taken to remove any barriers in order for pupils to develop their abilities and interests.
- All pupils will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical disability. Reasonable adjustments?
- Provide an induction programme for all new pupils, including those who arrive during the academic year and will ensure pupils and their parents are aware of the school's Behaviour Policy and the policy for dealing with racism and racial harassment.
- Ensure they comply with this policy with regard to challenging any form of discrimination.
- Promote activities of a non-stereotypical nature and ones that challenge stereotypes and prejudicial activities.
- Monitor the needs of pupils and families within school and respond to changing needs.

We recognise that the National Curriculum 2000 and the Foundation Stage Document give great emphasis to equal access to the curriculum for children of all races, gender, class and ability. Due regard has been made to the requirements set out in the Race Relations Act in 1976 and the Race Relations (Amendment) Act 2000, Sex Discrimination Act 1975 and the Disability Discrimination Act 1995. Equality Act? This policy statement is designed to support the legal standpoint and to give a frame work to practical implementation especially with regard to the following groups:

- Girls and Boys.
- Minority ethnic and faith groups, Travellers, Asylum Seekers and Refugees.
- Pupils who need support to learn English as an additional language (EAL).
- Pupils with special educational needs and/or disability
- Most Able and Talented pupils.
- Children "Looked After" by the Local Authority.
- Other children such as sick children, those children from families under stress.
- Any pupils who are at risk of disaffections and exclusion.

## **CULTURE AND ETHOS OF SCHOOL**

- The schools' culture ethos reflects the values of the school to which the whole school community is committed.
- Diversity is celebrated and recognised as having a positive role to play within school.
- The school recognises the importance of language to a person's sense of identity and belonging and celebrates this in all aspects at school life including different displays around the school.
- Racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently and are not tolerated under any circumstances.
- High standards of behaviour are expected and are promoted through the use of fair and consistent responses to any infringement to the school and classroom rules (see Behaviour Policy). The school expects all groups including staff, pupils and parents to demonstrate respect and tolerance towards each other.
- The Senior Management Team will respond at the earliest opportunity to any concerns expressed by members of the school community.
- The school has systems of rewards and sanctions identified in the Behaviour Policy, which have been agreed by all members of the school community.
- Staff will bring the attention of the Senior Management Team to any incidences of prejudice and/or stereotyping.
- All parents, carers and visitors feel welcomed in our school.

## **POLICY INTO PRACTICE**

### Admissions

Admissions to school will be in accordance with the LA Admissions Policy and will ensure that the admission process is fair and equitable to pupils from all groups.

### Attendance

Attendance is monitored in accordance with the school's Attendance Policy and data is used to monitor all groups within the school. Provision is made for pupils to take time off for religious observance in line with LA Policy.

### Discipline and Exclusion

The school's Behaviour Policy identifies the procedures for encouraging positive behaviour and ensures that fair procedures are applied equally to all pupils. The school is committed to a policy of inclusion and children would only be excluded in extreme circumstances.

### Special Needs and Disability

The SENCO and class teachers will ensure that children with special educational needs, including any disability, receive additional support to meet their needs.

Class teachers will be responsible for ensuring that all children's individual needs are met including those identified as Most Able and Talented children and ensure they receive a differentiated and challenging curriculum to meet their needs.

The Senior Management Team will be responsible for providing additional support and liaising with other Agencies to ensure "Looked After" children, sick children, Travellers, Asylum Seekers, Refugees, EAL children, those from minority ethnic and faith groups and children who require a nurture curriculum are supported effectively.

### Discrimination

All forms of discrimination by any person will be treated seriously.

### Language

We view linguistic diversity positively and children, staff and parents need to feel that their first language is valued.

### Culture, Class, Race

Mutual respect is fostered to promote a school and society in which there is social, religious and racial harmony.

### High Expectations

We will ensure pupils, staff and parents are introduced to positive role models in relation to different races, gender and class, through a range of visitors, creative development projects, curriculum opportunities and resources including books.

Provide structured learning and support programmes which include:

- Setting and maintaining high standards.
- Additional curriculum support programmes such as Individual Education Plans.
- Effective formative assessments which are used to inform curriculum and PSHE planning.
- Closely targeting, tracking and monitoring individual pupil achievement.
- Benchmarking pupil achievement against LA and National data.
- Networking with other successful schools.
- Target setting in consultation with the children and his/her parents.
- An inclusive curriculum which reflects the cultural background of all pupils and encourages respect, tolerance and empathy towards others.

### Resources

Resources are chosen to reflect cultural, racial diversity?.

### Gender

We are committed to providing a curriculum and school ethos which does not reflect gender bias or inequality.

### Religion

We promote an ethos of tolerance based on understanding and respect for the beliefs and practices of other religions.

### Parental/Community Involvement

The school is committed to working in partnership with parents and operates an open door policy. Parents are encouraged to come into school to support children in the classroom and develop the understanding of all children within the school of different beliefs and cultures. In addition the school will ensure:

- All parents are regularly informed of their child's progress through Parental Consultations and annual reports and are involved in the target setting process.
- All parents are asked to agree to the Home/School Agreement.
- Proactive steps are taken to involve ethnic minority parents in school including the celebration of festival, creative development projects including artists in residence from a variety of cultures, supporting the curriculum with resources and knowledge from home.
- The school's premises and facilities are accessible by all.
- Links are explored with ethnic minority community groups when possible.

### Data Analysis

The school uses a variety of assessment and analytical systems to assess academic progress:

- Individual tracking.
- Nursery Baseline Assessment.
- Reading at 6 screening in Year 1.
- SATs and Teacher Assessment data at the end of Year 2.

The analysis will review the performance in terms of:

- Gender.
- SEND.

- Ethnicity.
- Term of Birth.
- Free School Meals.

#### Staffing and Recruitment

The Governing Body will not discriminate against any job applicant on the grounds of gender race, colour, nationality, ethnicity or disability. When recruiting staff the procedures will be consistent with the statutory race relations and Equal Opportunities Code of Practice in Employment. The Head Teacher and Senior Management Team will be responsible for responding to equality issues within school.

#### Continuing Professional Development

All staff have the opportunity for training when possible.

This Policy will be reviewed annually