

Oldfield Park Infant School

EQUALITY POLICY & OBJECTIVES

Oldfield Park Infant School welcomes everyone

We believe that all children are capable of remarkable achievements when they feel safe, secure and supported in their learning. We value all children equally and we encourage our children to value each other in the same way.

We do not tolerate attitudes which undervalue children because of their gender, social class, and cultural background or because they have special physical, emotional or educational needs.

Rationale

At Oldfield Park Infant School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socioeconomic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Oldfield Park Infant School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions.
We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- recognise and respect diversity;
- foster positive attitudes and relationships, and a shared sense of belonging;
- observe good equalities practice, including staff recruitment, retention and development;
- aim to reduce and remove existing inequalities and barriers;
- consult and involve widely;
- strive to ensure that society will benefit.

Aims and Objectives

- We do not discriminate against anyone, be they staff, pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

Racial Equality

In our school we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see Behaviour Policy).

We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Disability Non-Discrimination

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the Equalities Act (2010). All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials or offer alternative activities where children are unable to manipulate tools or equipment.

The Role of Governors

In this policy the Governing Body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The Governing Body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress and that no group of pupils is underachieving.

To do this we monitor:

- admissions
- attainment
- exclusions
- rewards and sanctions
- parents' and pupils' questionnaires.

The Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school and take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The Governors welcome all applications to join the school, whatever background or disability a child may have.

The Governing Body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

The Role of the Head Teacher

- It is the Head Teacher's role to implement the school's policy on equal opportunities and she is supported by the Governing Body in so doing.
- It is the Head Teacher's role to make sure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.
- The Head Teacher ensures that all appointments panels give due regard to this policy so that no-one is discriminated against.
- The Head Teacher promotes the principle of equal opportunity when developing the curriculum and in providing opportunities for training.
- The Head Teacher promotes respect for other people in all aspects of school life.
- The Head Teacher views all incidents of unfair treatment and any racist incidents with due concern.

The Role of the Class Teacher

- Class teachers recognise their own prejudices but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- When selecting classroom material, teachers strive to provide resources which give positive images and which challenge stereotypical images of minority groups.
- We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.
- All our teachers challenge any incidents of prejudice or racism. Should any incident arise it will be reported to the Head teacher who will inform the school Governing Body.

The Role of the Support Staff

- Support the school and the Governing Body in delivering a fair and equitable service to all stakeholders
- Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated
- Support colleagues within the school community
- All our support staff challenge any incidents of prejudice or racism. Should any incident arise it will be reported to the Head teacher who will inform the school Governing Body.

Monitoring and Review

It is the responsibility of our Governing Body to monitor the effectiveness of this policy. The Governors will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school
- monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity
- monitor the school's behaviour policy and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the Governing Body every year, or earlier if it is considered necessary.

Review date: April 2018

Conclusion

The modern world is increasingly pluralist. We strive to reflect this not only in the school ethos but also in practical ways, stressing the positive nature of difference.