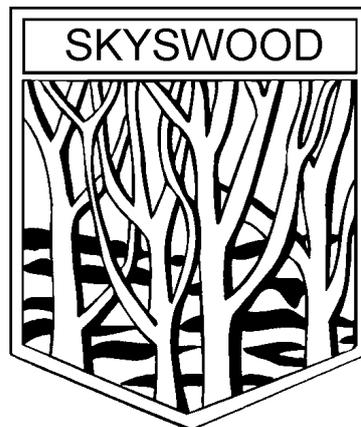


Skyswood Primary and Nursery School

Equal Opportunities Policy



January 2020

Review Date - January 2022

EQUAL OPPORTUNITIES POLICY

SKYSWOOD PRIMARY AND NURSERY SCHOOL

At Skyswood Primary and Nursery School, equality of opportunity is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and community members.

At Skyswood, we aim to equip pupils with an awareness of an increasingly diverse society. On such foundations, pupils will be encouraged to develop their own attitudes to a pluralistic society. The school's experience is that pupils of all backgrounds exhibit a strong desire to be part of society as it exists in our community.

Principles

- Skyswood Primary and Nursery School accepts and values individuals of every colour, culture, origin, gender, age, physical and mental ability and sexual orientation.
- Every pupil and teacher will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
- The primary objective of this school is to educate, develop and prepare our pupils for adult life, celebrating similarities and differences.
- An equal opportunities philosophy is shared by all staff.
- The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society.
- The school is committed to emphasising the common elements and values of our multiple culture whilst recognising and celebrating differences.

Practice and Procedures

Admission

The school follows the Local Education Authority admissions policy, available on the school website.

Registration

Pupils' names are accurately recorded and correctly pronounced. Pupils are encouraged to accept and respect names from all cultures.

Discrimination

All forms of discrimination by any person within the school are treated seriously. It is always made clear that such behaviour is unacceptable. The school's response always adopts a fair and informed approach, where appropriate support is offered to both pupils and parents.

Pupils

All significant incidents, in line with the school's Positive Behaviour Policy, must be reported to the Headteacher and recorded via CPOMS (Child Protection Online Monitoring and Safeguarding System). Parents/carers will be informed of any significant incident involving their child in order to support a timely and effective resolution. Where appropriate, parents/carers will be invited in to discuss the incident further. Each incident will be logged with due regard to confidentiality and accessible only to appropriate staff on a 'need to know' basis. Where appropriate, the school will agree an action plan with the parents/carers in order to reduce, and hopefully eliminate, the risk of repetition.

Racist symbols, badges and insignia on clothing and bags are forbidden in school. In the unlikely event of graffiti appearing, it would be immediately removed.

Language

The school views linguistic diversity positively and staff are aware of the languages spoken by pupils and their families. Staff consciously strive to avoid any racist or sexist connotations in the language they themselves use. Pupils are encouraged to feel that their language or dialect is valued.

Resources

The school's aim is to provide for all pupils according to their needs, irrespective of gender, ability, or ethnic origins. Whenever possible, staff ensure that the resources used in all curriculum areas are multicultural and non-sexist, containing positive images of all groups. Pupils have access to accurate information about similarities and differences between cultural groups.

Monitoring

Skyswood Primary and Nursery School follow statutory guidance and GDPR recommendations when gathering statistical information on ethnic origin, religion and home language for the purpose of monitoring the progress of ethnic groups. Parents are asked to complete form ES1 (See **Appendix B**) on a voluntary basis. Copies of the form and an explanatory leaflet can be obtained from the school office.

LEADERSHIP AND MANAGEMENT

The Governing Body:

- is responsible for ensuring that this policy is in place, is reviewed and assessed for its effectiveness every two years.
- has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- sets a clear ethos, along with the Headteacher and staff, which reflects the school's commitment to equality
- seeks to ensure that employment and promotion opportunities are accessible to all.
- works, with the Headteacher, towards a school environment which gives access to those with disabilities or specific needs, in line with the school's Accessibility Plan.
- aims to ensure that no child is discriminated against whilst in our school.

The Headteacher ensures that:

- this policy and related policies, including the Accessibility Plan and Equalities Policy, are fully implemented, and is supported by the governing body in doing so.
- all staff are aware of the school policy on equal opportunities and related training opportunities, and that teachers apply these guidelines fairly in all situations.
- in each recruitment situation the most appropriate candidate will be appointed based on strict professional criteria.
- will work with governors to ensure that diversity amongst staff, pupils, parents and the wider community is valued.
- all staff have access to appropriate personal and career development and a robust system for appraisal, as identified within the school policy for appraisal.
- the principle of equal opportunity is promoted throughout the curriculum, in assemblies, in our library, school documentation and through our displays.
- any incidents of unfair treatment, including bullying and racist incidents, are treated seriously and are acted upon promptly
- children who are at risk are identified and supported.
- the views of parents are sought and welcomed.

Class Teachers and Teaching Assistants will:

- ensure that all pupils are treated fairly, equally and with respect. They will not discriminate against any child or adult.
- when selecting classroom material, pay due regard to the sensitivities of all members of the class and will not provide material that is racist or sexist in nature. Teachers

will strive to provide material that gives positive images of ethnic minorities and challenges stereotypical images of minority groups.

- Use this policy to guide them in their planning of activities and themes and in their approach to sensitive issues.
- Challenge any incidents of prejudice or racism and record these in the school log book, drawing them to the attention of the Headteacher. Staff will be encouraged to intervene in a positive way against any occurrence of discrimination.

BEHAVIOUR AND DISCIPLINE

The school's Positive Behaviour Policy is applied fairly and consistently to all pupils and is available to parents via the school's website www.skyswood.herts.sch.uk along with all other school policies.

Exclusions and attendance are monitored in line with school policies.

All stakeholders are aware that language or behaviour which is racist, sexist or potentially damaging to any minority group, is unacceptable.

TEACHING AND LEARNING

All pupils have access to the broad and balanced curriculum.

Teachers ensure that the classroom is inclusive.

Teaching is responsive to pupil's different learning styles and positive steps are taken to involve pupils.

Teaching styles include collaborative learning to give pupils an opportunity to work together, to question, share, discuss and evaluate.

Pupils are encouraged to become increasingly independent and responsible for their learning.

Teachers foster pupils' critical awareness and concepts of fairness, enabling them to challenge inequalities and detect bias.

Resources and displays reflect the experience and backgrounds of pupils and promote diversity.

Teaching is differentiated appropriately, taking into account the range of pupils' individual needs in the class.

Extra curricular activities and special events provide a broad range of additional and valuable experiences.