

Consett Infant School



Equal Opportunities Policy and Guidelines

September 2020

Principle

Equal opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

Consett Infant School has a long standing commitment to equality of opportunity. We believe that where equality of opportunity exists, all staff and learners work in a more rewarding and less stressful environment, one free from prejudice and harassment and one more likely to enhance their performance and achievement.

Aims

- All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.
- All staff, governors, parents/guardians and pupils regardless of role, ethnicity, disability, gender and socio-economic background, are welcome and will be encouraged to participate in the life of the school.
- The school recognises its responsibilities under the Race Relations Act, Sex Discrimination Act and Disability Discrimination Act to eliminate discrimination and to promote good race relations.

Statement of Intent

In order to increase empathy and understanding of a variety of cultures and lifestyles we will:

- a. Attempt to get everyone in our school to contribute towards a happy and caring environment by showing respect for and appreciation of each other as individuals.
- b. Ensure that sex, cultural background, ethnicity, physical characteristics or disabilities are not used as criteria for admission.
- c. Ensure that pupil's names are correctly recorded and pronounced and pupils will be encouraged to accept and respect names from other cultures.
- d. Endeavour to select resources that reflect the diversity of cultures in Britain.
- e. Purchase resources that challenge stereotypes of gender, culture and physical characteristics.
- f. Invite individuals from minority groups and a variety of faiths to visit the school in many different capacities.
- g. Follow school procedures when any discriminatory incidents occur.
- h. Utilise county services including EMTAS(Ethnic Minority Traveller Achievement Service) and LDDIS(Learning Difficulties and Disabilities Inclusion Service)
- i. Provide appropriate support for pupils with English as an additional language.
- j. Use language, materials and methods of organisation which allow all children access to the teaching and learning taking place.

- k. Challenge stereotypes and what are thought to be stereotypical activities by encouraging all children to access all activities that take place within the school, including extra curricular activities.
- l. Address more general issues of inequality e.g. studies of the poor and needy as well as the rich and famous.
- m. Undertake consultation with community, parents, staff and pupils, and where appropriate maintain a confidential register of disclosed information.

Entitlement

All learners and staff are entitled to work in an environment that meets their individual needs and develops them to their full potential.

All learners are entitled to full access to a broad and balanced curriculum that reflects, values and celebrates diversity within the school and within society locally, regionally and nationally.

All learners and staff are entitled to work in an environment that does not unfairly discriminate against them in any shape or form.

All learners and staff are entitled to be treated equitably and with respect irrespective of their gender, ability or sexual orientation, their social, cultural, ethnic or religious background, or their family circumstances or age.

All learners and staff are entitled to work in an environment in which they do not encounter bullying or harassment in any shape or form.

All staff are entitled to equitable treatment in their recruitment, employment and training.

All those associated in any shape or form with the school are entitled to equality of opportunity as defined in this Policy and Guidelines, and they should have responsibility for its successful implementation.

Learners and staff in particular have a responsibility to own this Policy and Guidelines and to promote equality of opportunity.

Strategies are put in place to motivate and reintegrate disaffected pupils;

Reliable and effective means exist to inform all parents and primary carers of their children's progress;

Community languages other than English are valued and encouraged;

All pupils are given opportunities to meet their religious needs, especially when important festivals occur;

All pupils can dress and worship in ways which do not conflict with the cultural or religious conventions of the home;

The dietary needs of all pupils are met;

Members of all groups are welcomed and valued;

Members of all groups are encouraged to play an active role in school affairs, perhaps making a contribution towards the governance of the school;

As far as is possible, staffing reflects the diversity of society locally, regionally and nationally; and

All incidents of bullying and harassment are dealt with in an effective and consistent manner.

Bullying and Harassment

Bullying is defined as:

the intentional abuse of power by an individual or group with the intent and motivation to cause distress to another individual or group. It may be physical, sexual, verbal or psychological in nature. It may occur frequently or infrequently, regularly or irregularly, but it should be taken seriously even if it has only occurred on one occasion.

Harassment is defined as:

Any behaviour or action otherwise directed at an individual that is found to be offensive to the recipient and might threaten an employee's job security or create an intimidating environment.

The school already follows the advice in the LA's Anti-Bullying Policy to record all incidents of bullying. Because of this, and the requirements outlined above, it is now the policy of the school to:

- Record all incidents of bullying and harassment;
- Take appropriate action whenever such incidents occur;
- ensure that victims are given appropriate support, including counselling if necessary;
- Ensure that perpetrators are aware of the seriousness of their actions and, if necessary, receive counselling;
- Ensure that an individual who makes a complaint about bullying or harassment is not victimised in any shape or form;

- Inform parents and primary carers when their children are involved in incidents of bullying or harassment as either victims or perpetrators;
- Undertake an annual review of the number and the nature of incidents of bullying and harassment;
- To report the outcome of the above annual review to a meeting of the full governing body;
- Ensure that any reporting mechanism to the LA has been followed; and
- Develop protocols, including training and development, to ensure that the above is undertaken.

Statement of Inclusion

The school recognises its need to celebrate the diversity that exists within its community and to ensure that all have the opportunity to respond to the expectations and challenges of the curriculum.

What follows are the different areas in which the school will pay particular attention to ensuring that there is Equal Opportunity for all.

Equal Opportunities – Multi-Cultural

It is our school policy:

- To incorporate a balanced view of the world through a multi-cultural approach.
- To recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives.
- To evaluate our practice to ensure that it is not at the expense of indigenous cultures.

Equal Opportunities – Gender

It is our school policy:

- To seek to promote non-sexist attitudes in both children and staff.
- To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations.
- To work towards the eradication of sex stereotyping.

In order to work towards the eradication of such differences we will ask ourselves the following types of questions when evaluating our practice.

1. Are all children able to try out new roles in play and learning activities?
2. Are all classroom tasks shared equally between girls and boys?
3. Do all children get an equal chance to use equipment and resources?
4. Do all our displays and teaching aids present a non-sexist attitude?
5. Are our responses to bad behaviour the same to both boys and girls?
6. Are men and women from other cultures presented to children in a non-stereotypical way?

7. Do all children have equal access to playground space and other play facilities?

Equal Opportunities – Race

It is our school policy:

1. That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race.
2. To challenge racism in the context of a caring school community.

In order to fulfil the above, the following types of behaviour will not be tolerated:

1. Provocative behaviour, i.e. wearing of any racist badges or insignia.
2. The use of verbal abuse or name calling of a racist nature.
3. The encouragement of others to behave in a racist manner.
4. The ridiculing of an individual for cultural differences.
5. The telling of racist jokes or stories.
6. The exclusion of others because of their culture, ethnicity or race.

Equal Opportunities – Ability

It is our school policy:

- To recognise good effort and attitudes regardless of academic achievement.
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
- To value all efforts and achievements of children in all areas of the curriculum.

Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

Equal Opportunities – Class

It is our school policy:

- That children should not be treated in any way differently because of an assumed social class.
- That assumptions will not be made as regards class difference.

Equal Opportunities – Physical Disability

It is our school policy that:

- Children should not be treated in any way differently to others due to their individual physical disabilities and needs.
- A provision should be made for the individual special needs of any disabled children within our school community.
- A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.

Monitoring and Review

Monitoring of this policy will be ongoing through all curriculum areas and activities. Reports of bullying, harassment or racial incidents will be recorded and reported to governors.

Review September 2022.