



EQUAL OPPORTUNITIES POLICY

This Policy should also be read in conjunction with any relevant Jefferys Education Trust documentation/policies. Please ask if you need further information.

Background

HollyBrook infant School is an infant school in an urban area with pupils from a wide range of socio-economic backgrounds. Pupils from ethnic minority groups are well integrated. A few children each year arrive with little or no English. These pupils are well supported through quality first teaching and sessions with the school ELSA where they are given opportunities to practise their English and develop comprehension. Teachers work closely with parents who then support with home learning.

There is almost an equal balance of girls & boys. Attainment for both girls and boys is above national for all subjects but boys generally tend to do better than girls. This is currently being addressed (see SIP).

The school has a Disability Equality Scheme which is monitored regularly by staff and governors. (See below)

Around 8% of pupils have some learning need. Occasionally a child in the school may have a statement of educational need.

Aims

HollyBrook Infant School aims to provide equality and excellence for all in order to promote the highest possible standards of attainment. Care for each other is an overarching value which underpins all we do. Inclusion applies to all members of the school community: pupils, staff, governors, parents and wider community.

Caring, Sharing, Learning Together

We aim to:

- ❖ Create a happy, safe and secure learning environment where everyone feels valued and has a sense of self-worth
- ❖ Provide a creative, stimulating curriculum where all learners are motivated to meet their full potential
- ❖ Develop positive attitudes where all are encouraged to take risks and strive for success
- ❖ Encourage independent reflective learners
- ❖ Create trust and co-operation between school, home and the wider community
- ❖ Respect everyone's rights and wishes, taking responsibility for ourselves, others and the world around us
- ❖ Have high expectations of behaviour, promoting courtesy and good manners
- ❖ Work as a team where all are committed to achieving their very best
- ❖ Celebrate achievement, recognising that we are all special, unique and talented

These values are designed to ensure that the school meets the needs of all, taking account of differences in ethnicity, culture, gender, religion, language, age, ability, disability and social circumstances. It is important to us that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse society, that is multi-ethnic and inclusive.

Commitment to Disability Equality

Hollybrook Infant school is committed to carrying out the specific duties of the Disability Discrimination Act:

- To promote equality of opportunity between disabled persons and other persons
- To eliminate discrimination that is unlawful under the DDA
- To eliminate harassment of disabled persons that is related to their disabilities
- To promote positive attitudes towards disabled persons
- To encourage participation by disabled persons in public life
- To take steps to take account of disabled persons' disabilities

The DDA 1995 definition of a disabled person is someone who has a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes or epilepsy. Substantial means "more than minor or trivial" and long term means lasting or expected to last 12 months or more.

Our Accessibility plan aims to:

- Promote access to curriculum activities and other learning opportunities for all children who have disabilities
- Make available information to disabled persons in alternative formats
- Take reasonable steps to adapt the environment to cater for the needs of disabled children and adults

Commitment to Race Equality

Hollybrook Infant school is committed to carrying out the specific duties of the Race Relations legislation:

- To eliminate unlawful racial discrimination.
- To promote equality of opportunity.
- To promote good relations between people from different social groups.

Our aims are to:

- Ensure that all pupils and staff are encouraged and able to achieve to their full potential, respect and value differences between people, and prepare pupils for life in a diverse society
- Be proactive in promoting good race relations and to oppose all forms of racism, racial prejudice and racial harassment
- Make the school a place where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued and to work with parents to promote racial equality
- Ensure that an inclusive ethos is established and maintained
- Be proactive in tackling and eliminating unlawful discrimination
- Ensure fairness in all recruitment and selection procedures.

Leadership and Management

The school's policies reflect a commitment to inclusion. A clear ethos is set by the governing body and the school management team and reflects the school's commitment to equality for all members of the school community. The school promotes positive and proactive approaches to valuing and respecting diversity.

The school management works in partnership with others to promote race equality, inclusion and oppose all forms of oppressive behaviour, prejudice and discrimination.

All staff and governors contribute to the development and review of policy documents and take steps to enable the contribution of parents. Evaluations of policies are used to identify specific actions to address equality issues. Teaching is monitored to ensure high expectations of all groups of pupils and individuals.

Resources are targeted according to need and monitored to ensure that everyone receives their curriculum entitlement.

School Ethos

Hollybrook Infant School opposes all forms of racism, harassment, prejudice and discrimination and publicly supports diversity. The school actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

Staff foster a positive atmosphere of mutual respect and trust among all pupils. Children are encouraged to participate in tasks with no reference to their gender, for example girls play with construction toys and boys play with dolls. The school caters for the dietary and dress requirements of different religious groups. Pupils and staff celebrate festivals and other events relevant to particular faiths and children are actively encouraged to understand them. Achievement of all groups of pupils is celebrated in classes and in school assemblies and staff ensure that the success of all children is recognised.

Clear procedures are in place (behaviour policy and playtime behaviour policy) to ensure that staff deal with all forms of intolerant behaviour, bullying and harassment promptly, firmly and consistently.

Admissions and Attendance

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils. Comprehensive information about pupils' ethnicity, first language(s), religion, disabilities, physical needs, diet etc. is included or requested on all admission forms. Parents are asked to inform us of their own disabilities if they choose to do so, in order for us to ensure that they have appropriate access to information. Provision is made for leave of absence for religious observance, which includes staff as well as pupils.

Curriculum

Curriculum planning takes account of the needs of all pupils and is reviewed to ensure that it is free from bias of access, delivery and content. The school aims to raise children's awareness through cross curricular activities of the diversity of customs and cultures and to encourage respect and understanding of these differences.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and promotes positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

Adaptations to curriculum or resources, and extra support are made available to pupils with disabilities to enable them to have inclusive access to the whole curriculum, school activities and learning experiences.

The content of the curriculum reflects and values diversity. It encourages staff and pupils to explore bias and to challenge prejudice and stereotypical ideals exhibited in language, behaviour, and attitudes which might limit children's achievement.

Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture. Some funding is made available where possible to enable disadvantaged children to participate in extra-curricular activities.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued. All pupils have access to the mainstream curriculum and teachers take positive steps to include groups or individuals by providing adapted resources or extra support where appropriate. Pupil grouping in the classroom is planned and varied and contributes to inclusion of all. Pastoral support takes account of cultural, religious and ethnic differences. The school uses a range of access strategies for pupils learning English as an additional language.

Assessment, Pupil Achievement and Progress

All pupils have the opportunity to achieve their highest standards. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The monitoring and analysing of pupil performance by gender, ethnicity and disability enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

The staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

All pupils have full opportunities to demonstrate what they know, understand, and can do and therefore, to benefit from assessment, which summarises what they have learnt. Information from assessment is used to inform future learning and staff use a range of methods and strategies to assess pupils' progress.

Behaviour, Discipline and Exclusions

The school expects high standards of behaviour from all pupils and strategies are in place which promote and value positive behaviour.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour and all staff operate consistent systems of rewards and discipline.

Pupils, staff and parents are aware of procedures for dealing with harassment. Language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies

Partnership with Parents and the Community / Community Cohesion

The school works towards a society in which there is a common vision and sense of belonging by all communities and in which the diversity of people's backgrounds is valued, a society in which similar life opportunities are available to all and a society in which strong positive relationships exist and continue to be developed in school, workplace and wider community.

The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents. Meetings for parents are made accessible for all. Parental involvement is monitored to ensure as much participation of all groups as possible. 95% of parents attend parent teacher meetings.

Information for parents is becoming more accessible for all. Where possible verbal translation into languages other than English is available and parents are often keen to support each other, particularly for parents who have may difficulty accessing information.

Staffing: Recruitment and Continuing Professional Development

The school adheres to recruitment and selection procedures, which are fair, equal and in line with statutory duties and LEA guidelines. Key staff have undertaken Safer Recruitment training. We will always ensure that our recruitment and selection procedures contribute to the prevention of employing unsuitable people working with children.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy.

New staff are familiar with it as part of their induction programme and receive a copy in the Induction Pack.

The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge and expertise. Continuing professional development activities are available to support practice in relation to this policy.

Policies and procedures should benefit all employees and potential employees; whether or not they are disabled, whatever ethnic, cultural, or religious affiliation, whichever gender.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Responsibilities

The Governing Body and Headteacher ensure that the school complies with all relevant equalities legislation including the duty to promote race equality, and the disability discrimination duty, and also ensures that the policy and related procedures and strategies are implemented. The Headteacher will also ensure that all staff are aware of their responsibilities under the policy, and are given appropriate training and support.

The Headteacher is responsible for taking appropriate action in any cases of unlawful discrimination following LA procedures.

A named member of staff will be responsible for co-ordinating work in inclusion

Monitoring and Review

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community and the effectiveness of the policy will also be evaluated and reviewed regularly by the member of staff responsible for inclusion.

Head teacher: Jane Wood

Governor with responsibility: Nikki Thorne

Accepted by Governors & Staff: March 2012

Review Date: March 2015

Related policies

Teaching and Learning Policy

Disability Equality Policy

Behaviour policy