

Bournes Green Infant School

Equal Opportunities Policy

Written and approved by the Governing Body Spring 2016

This policy will be reviewed in accordance with our Review Timetable

Signed

Dated

Chair of Governors

Bournes Green Infant School

Equal Opportunities Policy

Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

Aims of Equal Opportunities Policy

Equality of opportunity at Bournes Green Infant School 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, children, staff, governors, parents and community members.

It is based on the core values and aims as expressed in our school's curriculum policy.

It recognises also that the Human Rights Act sets the expectation that all children have a right to a good education and that parents have the right to choose the type of education that suits their child.

These aims are designed to ensure that no particular sections of our community are disadvantaged or subjected to stigma or discrimination and that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social or family circumstances. It is important that in this school we

meet the diverse needs of children to ensure inclusion for all and that all children are prepared for full participation in a multi-ethnic society.

In the Classroom

Every effort is made to provide equal opportunities for all children irrespective of gender, race, ability, faith, home background or disability. Staff ensure that children have equal access to all areas of the curriculum. They are given the opportunity to experience a wide range of activities which will encourage them to develop as individuals and as members of the wider school community.

All children have their progress tracked termly and every effort is made to ensure all children are making good progress. Support sessions are arranged and Provision Maps are prepared for any child who is failing to make the expected progress. Children who have English as an additional language (EAL) have their language levels assessed regularly. All staff operate our system of Golden Rules and Golden Time. This raises children's self esteem and ensures that all children understand how rewards are allocated and privileges withdrawn.

Staff are aware of the need to stimulate the development of individual children to ensure they reach their full potential and take into account any special needs they may have. Teaching and learning styles take account of the range of needs and backgrounds in the classroom. Where appropriate, the learning activities provide an opportunity to raise awareness and an understanding of individual differences. We value ideas that children bring to school and encourage them to share their experiences

Teachers provide apparatus and play situations which ensure that all children receive a balance of opportunities during their formative years. This will include providing equal access to such things as construction equipment, role-play, the computers, art/craft work, cooking and P.E. activities.

In the wider school community

All staff, governors, parents, carers and other stakeholders are given opportunities to contribute their thoughts and needs via meetings, surveys and our induction processes. This raises self esteem and encourages participation in the life of the school.

Any patterns of anti-social, discriminatory or negative behaviour will be addressed proactively by staff.

The Governors have adopted the Southend Borough Council model policies for staff

- Equal Opportunities - Recruitment
- Equal Opportunities - Schools
- Racial Policy Statement.

The School's Commitment to Racial Equality.

Principles & Aims

Bournes Green Infant School is committed to protecting the rights of children, staff and the wider school community to achieve their full potential in an environment which values cultural diversity and is free from racial discrimination and harassment. We are very happy to ensure that we meet all our obligations under the Race Relations (Amendment) Act 2000.

The school recognises that people may be discriminated against because of their colour, race, ethnicity or nationality.

With regard to a racist incident, we believe this to be any incident which is perceived to be racist by the victim or any other person. We are committed to challenging all forms of racial discrimination where they are identified.

We believe that all those we deal with have a right to be treated equally and fairly and to go about their lawful business free from interference, harassment or fear.

We will review policies, procedures and practices to ensure people from minority ethnic groups receive fair and equal access to school services and employment and development opportunities.

We want our workforce to reflect the diverse make up of the population of Southend-on-Sea. We ensure that there are no barriers to people from minority ethnic groups being proportionately represented in our workforce.

Because of the specific nature of our school as outlined above we have a number of aims, which reflect the school's commitment to race equality in relation to its own specific context:

- Ensuring that all children and staff are encouraged and able to work towards to their full potential
- Respecting and valuing differences between people;
- Preparing children for life in a diverse society
- Acknowledging the existence of racism and taking steps to prevent it
- Making the school a place where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued
- Promoting good relations between different racial groups within the school and within the wider community
- Being proactive in tackling and eliminating unlawful harassment and discrimination in social, learning and working environments

Objectives

We will:

- Ensure that the promotion of racial equality is included in all our development planning and through all of our policies
- Use monitoring information to help us to identify any inequalities between different groups
- Show respect for cultural diversity through teaching and learning processes that reflect the ethnic diversity of our school and our society
- Make use of opportunities to build upon the diverse backgrounds of all children in the classroom
- Maintain high expectations for children from all ethnic groups and ensure that our assessment processes are non-discriminatory
- Ensure that our procedures for admissions, attendance, exclusion and discipline are fair and do not discriminate against any ethnic group
- Work to eradicate any inequalities in progress and attainment between different ethnic groups
- Support the development of high levels of self esteem and seek to support, engage and motivate all children
- Promote an ethos and environment where all children, staff and visitors feel safe and welcome
- Ensure that all parents and carers can participate fully in their child's education
- Endeavour to ensure that learning resources reflect cultural diversity, appropriate role models are taken from ethnic backgrounds, ethnic names are used in learning scenarios and where possible these are set within culturally rich environments
- Work to increase the representation of people from minority ethnic groups through all levels of the workforce, in our Governing Body and in our community links

Responding to Racist Incidents

We follow the guidelines set out by the Local Authority and ensure that:

- Any racist incidents are investigated to enable us to put in place actions that will avoid such incidents occurring again
- Support and counselling is provided for the victim
- Counselling and a restorative practice approach is adopted for the perpetrator

Our Prospectus includes the following statement: **Any racist incidents are reported to the Governing Body and the Local Authority.**

Links with Other Policies

Disability Discrimination Act (DDA) scheme
Community Cohesion Audit and Action Plan

Monitoring and Review

The Governing Body is responsible for:

- Reviewing this policy annually in the spring term to ensure that the school complies with all Equal Opportunities regulations and legislation
- Reviewing and adopting any Equal Opportunities policies/guidelines recommended by Southend Borough Council
- The effectiveness of this policy and the implementation of its related procedures and strategies
- Regularly monitoring and reviewing via its Equal Opportunities Audit and Development Plan to ensure that no particular sections of our community are disadvantaged or subjected to stigma or discrimination.
- Receiving termly reports from the school about any racist or bullying incidents together with the measures the school is taking to prevent any reoccurrences

The Headteacher is responsible for Equal opportunities.

Review

This policy was approved by Governors in Spring 2016.

It will be reviewed in accordance with our Policy and Key Documentation Review Timetable.