



EQUAL OPPORTUNITIES POLICY

Reviewed/Adopted: January 2021

Next Review: January 2023

Following the Lockdown that began in March 2020 this policy should be read with the understanding that should the school need to initiate safety procedures to reduce the risk of spreading the virus it will do so as the first priority. Therefore there may be adjustments that need to be made within this policy and every other policy that is held by the school. Please read the school's risk assessment for further details and liaise with the Senior Leadership team if the crisis has affected part or parts of this policy implementation and you have concerns or queries about its impact.

Contents

1. Rationale	2
2. Aims and objectives.....	2
2.1 Our aims in having an Equal Opportunities Policy are that:	2
2.2 We shall achieve our aims by:.....	2
2.3 Success Criteria.....	3
3. Strategies for promoting equal opportunities.....	3
3.1 Curriculum organisation	3
3.2 Classroom support	3
3.3 Resources.....	3
3.4 Special Needs.....	3
3.5 Differentiation	3
3.6 Behaviour.....	4
3.7 Parental Involvement	4
3.8 Community.....	4
3.9 Pupil Involvement	4
3.10 Feedback to Pupils.....	4
3.11 Planning.....	4
3.12 Monitoring and Evaluation	4
3.13 Staff Training.....	5
3.14 Employment	5

1. Rationale

Our school serves an area of wide social diversity. At Pashley Down Infant School we believe that all individuals are of equal worth. We need a code of practice, which enables all pupils and staff to celebrate the diverse nature of our school community and beyond. We need to ensure that all individuals within the school are able to learn, teach or work in a non-threatening and supportive environment in which self-esteem is enhanced. We believe that it is essential that all staff take responsibility for these issues in all aspects of school life.

Equality is recognised as one of the Pashley values and PHSE lessons reflect on these for one term per year.

2. Aims and objectives

2.1 Our aims in having an Equal Opportunities Policy are that:

- All pupils within the school will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability
- All pupils will have access to a broad, balanced and creative curriculum delivered in a manner appropriate to their abilities and needs.
- All pupils will receive the support they need to develop their abilities and interests.
- All unacceptable behavior will be monitored and responded to appropriately.
- All pupils will have access to all school activities.
- All parents will have opportunities to express their ideas, opinions, concerns and be involved in their children's learning.
- All staff recognize that prejudicial behaviour can be a factor in radicalisation and extremism (*please see Prevent policy*).
- All applicants for posts in school will have equality of opportunity.

2.2 We shall achieve our aims by:

- Recognising that the early experiences of pupils differ widely due to the diversity of opportunity and cultural background
- Identifying children's individual needs.
- Valuing and building on the experiences children bring to school or different, social, cultural and linguistic backgrounds.
- Promoting activities of a non-stereotypical nature and ones that challenge stereotypes and prejudiced activities.
- Providing resources which promote positive images for pupils.
- Providing a differentiated curriculum in order to match work to children's experience, understanding and ability.
- Monitoring the needs of pupils and families within the school and responding to changing needs.
- Drawing up codes of conduct known and adhered to by all members of the school community.
- Implementing and reviewing our behavior policy.

- Ensuring that no pupils are discriminated against in any area of the curriculum or in extra-curricular activities.
- Informing parents of their children's progress and encouraging all parents to become involved in school activities.
- Advertising jobs to reach the widest audience and monitoring and evaluating the response.
- Teaching children British Values.
- Children involved in choosing Eco-Warriors, Class Librarians, School Council

2.3 Success Criteria

- All members of the school community will feel valued and secure and be able to challenge prejudice and discrimination if they experience it.
- There will be a friendly and caring ethos in the school.
- A differentiated creative curriculum will be offered to all pupils.
- Individual pupils will receive support appropriate to their needs.
- School codes will be followed and inappropriate behavior minimized
- All parents will feel welcome in the school.

3. Strategies for promoting equal opportunities

3.1 Curriculum organisation

Opportunities are identified in each curriculum area or topic. Further work takes place during circle time, role-play, PSHE and as incidental issues arise in the classroom, or on the playground. We offer activities of a non-stereotypical nature, allocate class responsibilities to children fairly and use resources to promote positive images. Children have the opportunity to share cultural and other experiences in the classroom and at assemblies. Children's learning will be supported appropriately, with additional support given when needed.

3.2 Classroom support

Support is provided by Teaching Assistants, INAs, where applicable, the Inclusion Leader and other outside agencies in consultation with class teachers.

3.3 Resources

All resources are evaluated in terms of equal opportunities by class teachers and Curriculum Leaders. Resources are chosen, where appropriate, to reflect the whole school community. We ensure that children have equal access to resources.

3.4 Special Needs

There is an assessment procedure in place. The school works within the framework of the SEN Code of Practice.

3.5 Differentiation

We have high expectations of all pupils. Children's differing levels of attainment, skills, interests and talents are responded to in year group planning.

3.6 Behaviour

Our behaviour policy contains clear statements about the unacceptability of name-calling, bullying, physical and verbal abuse. Behaviour is carefully monitored and strategies are in place to deal with negative incidents and promote positive behaviour.

3.7 Parental Involvement

All parents have a right to be involved in school life, through the Friends of Pashley Infant School, Parent Governance and provision of help and expertise within the school, having their opinions considered. We welcome parents into school to help with a variety of activities.

Staff are sensitive to home background expectations and attitudes.

Formal and informal opportunities are available for parents to be kept informed about their children's education. These include Open morning/evening, annual reports, Consultation afternoons, subject workshops and special events such as Art Exhibitions, Woodland events etc. Parents / carers are involved promptly when serious incidents occur which relate to equal opportunities.

Parents / carers are involved when their child is receiving additional support.

3.8 Community

Visiting speakers, authors, performers etc are chosen to reflect the cultural makeup of the school and the wider community and to portray positive gender role models.

3.9 Pupil Involvement

In addition to daily interaction, pupils have the opportunity to communicate with staff individually and in larger groups to discuss personal and wider issues. Each class is aware of school rules and class rules. These are displayed and referred to. The School Council represents pupils' views, and as such, is part of this process.

3.10 Feedback to Pupils

Staff and pupils recognise and publicly acknowledge the achievements of others and themselves in ways that foster equal opportunities including class certificates and trophy achievement assemblies. Children receive positive individual feedback from staff, both informally and through the use of a consistent marking policy.

We value the work of all pupils and select work to praise and display regardless of children's ability.

3.11 Planning

Equal opportunities issues relevant to a curriculum area or topic can be discussed at year group planning meetings.

3.12 Monitoring and Evaluation

The needs and previous experiences of children are identified through observation and discussion with parents and teachers. Class teachers observe children at play and in

the classroom and note any concerns. Staff consult the Headteacher or Inclusion Leader. If further help is needed, outside agencies may be consulted.

Behaviour is monitored within the classroom and in the playground. Staff record incidents of unacceptable behaviour and these are dealt with by the appropriate staff. Racist incidents are recorded by the Headteacher in line with the recommendations of the Local Authority.

3.13 Staff Training

All staff have a responsibility for Equal Opportunity issues with guidance and support from the Headteacher. All staff are aware of the Behaviour Policy and guidelines for reporting of racist incidents. Policies and procedures are reviewed regularly.

3.14 Employment

The school bases its employment practices on the concept of equality of opportunity. No job applicant shall receive less favourable treatment because of their gender, colour, sexual orientation, nationality, age, ethnic origin or disability. The Governors will apply National/Local conditions of Service as appropriate.