

STANNINGTON INFANT SCHOOL



Equal Opportunities

Agreed by Governors Sept 2019

Review Date Sept 2020



Stannington Infant School Policy for Equal Opportunities

Stannington Infant School Vision:

- ☉ To encourage a caring and positive attitude amongst the children towards all others and their environment.
- ☉ To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.
- ☉ To provide an inclusive, safe, secure, healthy and happy environment.

(which incorporates the LEA model Race Equality Policy required under the Race Relations (Amendments Act 2000) which aims to:

- ✓ *Promote racial equality*
- ✓ *Promote good race relations*
- ✓ *Eliminate unlawful racial discrimination*

School

School context – Stannington Infant School is a mixed community infant school for pupils aged four to seven. Usually there are fairly equal proportions of girls and boys. It has fewer than average numbers of pupils with Special Educational Needs. The proportion of pupils with free school meals is below the average for infant schools. Pupils are principally of white European background, from broadly average socio-economic circumstances. It is rare to have pupils with English as an additional language. The majority of children on entry to the school have average ability for Sheffield.

At Stannington Infant School we continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, age, sexuality or disability. We believe that diversity enriches our lives and is to be valued. This policy reflects the ethos of the school and should be found in all policies and practices.

We aim to achieve this by:

- ✓ Creating a positive inclusive atmosphere, based on respect for peoples' similarities and differences and showing commitment to challenging and preventing sexism, racism or any other discrimination.
- ✓ Treating all those within the whole school community (eg pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, backgrounds and experiences.
- ✓ Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- ✓ Having high expectations of everyone involved with the whole school.

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- ✓ Promoting mutual respect and valuing each others similarities and differences and facing equality issues openly.
- ✓ Identifying and removing all practices, procedures and customs, which are discriminatory and replacing them with practices which are fair to all.
- ✓ Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

Roles and Responsibilities

This Equal Opportunities Policy outlines the roles and responsibilities of everyone involved. Every member of staff, governor and pupil will endeavour to further these objectives by personally contributing to a happy and caring environment and by showing respect for, and appreciation of each other as individuals.

This policy will be included in induction arrangements for all new staff, governors and parents to the school.

This policy will be integrated into the School Improvement Plan.

Governors

The Governing body of the school has agreed this policy and will assess and monitor the impact of this policy by reviewing the action plan within the School Improvement Plan annually.

The Governing body will receive progress reports from the Head Teacher including any incidents of racial discrimination and other school staff on a termly basis, as part of the Head Teacher's Report to Governors.

Head Teacher

The Head Teacher will demonstrate through personal leadership the importance of this policy. She will ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy. The Head Teacher will assess and monitor the impact of this policy through developing an action plan within the School Improvement Plan.

Outcomes will be reviewed in relation to the plan, and reported to the Governing body on a termly basis as part of the Head Teacher's report.

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Teachers through their interaction with pupils, via curriculum delivery and other teaching strategies, will take an inclusive approach and engender good race relations.

Administrative, Ancillary, Supervisory and Support Staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Pupils

Pupils will be made aware of how it applies to them, taking into account their age. They will be encouraged to treat each other with respect and appropriately empowered to report incidences of a racial nature to an appropriate adult.

Pupils' Achievements and Progress

- ✓ The school values the achievements and progress of all pupils.
- ✓ Pupil's attainment and progress in individual subjects at the end of Key Stage I is monitored by ethnic groups, if appropriate to year group.
- ✓ The school develops strategies for tackling differences in the attainment and progress of particular groups including ethnic groups or individuals.
- ✓ All pupils have equal access to any extra-curricular activities.
- ✓ Staff challenge racism, sexism and stereotyping and promote equality for all in education.
- ✓ Steps are taken to ensure that pupils on work experience at our school are not subjected to racism, racial harassment or any other discrimination.

Curriculum, teaching and learning (including language and cultural needs)

- ✓ This school promotes an inclusive curriculum, which reflects the multi-ethnic nature of our society.
- ✓ Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- ✓ Curriculum planning takes account of the ethnicity background and language needs of all pupils.
- ✓ Subject leaders provide guidance and examples of good practice for colleagues. Wherever possible staff ensure that resources in all areas are multi-racial, non-sexist and show disabilities in a positive light to promote a greater understanding of diversity.
- ✓ The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- ✓ Assessment outcomes are used to identify the specific needs of pupils, inform policies, planning and the allocation of resources.
- ✓ Teaching methods and styles take account of the possible needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.

- ✓ Resources available to meet the specific needs of pupils from minority ethnic groups, including dual language resources, are used appropriately.
- ✓ Variety should be evident in morals, stories and information offered to children.
- ✓ Pupils will be encouraged to accept and respect all names, including those from other cultures.
- ✓ Names will be accurately recorded and pronounced correctly.

Guidelines on working with pupils who have English as an Additional Language (EAL) or different dialect

- ✓ The school recognises and values bilingualism and different dialects.
- ✓ The language and learning needs of bilingual pupils are clearly identified and appropriate support identified and used.
- ✓ The school will seek to provide community languages and dual language text, both fiction and non-fiction, in order to facilitate pupil's access to literacy in the first language.
- ✓ The school will draw on the skills of parents and local communities in producing resources.
- ✓ The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.
- ✓ Staff and governors need to be conscious of any racist or sexist connotations in the language they, themselves use.

Pupil Behaviour

- ✓ The schools procedure for managing behaviour and disciplining pupils are fair and applied equally to all pupils.
- ✓ The school identifies and adopts good practice strategies in order to reduce any difference in rates of attendance exclusion for any individual pupil.

Discrimination

- ✓ All forms of discrimination by any person within the school are to be treated seriously.
- ✓ A record is kept of such incidents whether they take place in the playground, dining room or teaching areas.
- ✓ It should always be made clear to offending individuals that such behaviour is unacceptable.
- ✓ Pupils – racist, sexist or other discriminatory symbols, badges and insignias on clothing and bags are not allowed in school. Graffiti should be removed immediately.
- ✓ Staff – the school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based on strict professional criteria.
- ✓ All staff and governors should be aware of possible assumptions and bias within their own attitudes.
- ✓ Staff and governors need to be aware of the historical and contemporary processes which have caused and may continue to sustain prejudice and discrimination.

- ✓ Support and advice is available from the Authority's support services.
- ✓ Close liaison with families in the school is beneficial to all concerned.

Guidelines to help staff respond to racial, cultural, sexual or other abuse in school

Whilst remaining calm and polite:

1. Acknowledge that the insulting behaviour/remark has been seen/heard.
2. Offer support to those insulted (this is vital).
3. Make clear to the offender that such behaviour/remarks are unacceptable.
4. Identify what was unacceptable.
5. Make it clear that if such behaviour/remarks are witnessed again there will be consequences.
6. State what the consequences will be:
 - a) Head Teacher to be notified.
 - b) Parents to be notified.
7. In some instances, depending on the severity or outcome of the remark(s) made the child should be sent immediately to the Head Teacher.
8. Where pupils attempt to deal with the problem themselves, staff should always offer support.

Admission and Attendance Procedures

- ✓ The school follows the LEA/Governing Body Admissions Policy in taking steps to ensure that the admission process is fair and equitable to all pupils.
- ✓ If a child is starting school with EAL we will attempt to have admission/attendance letters to families in their first language.
- ✓ The school monitors pupils' attendance and uses the data to develop strategies to address poor attendance for any individual child.
- ✓ Provision is made for pupils and staff to take time off for religious observance through leave of absence and authorised absence.

Staff Recruitment and Career Development

- ✓ Recruitment and selection procedures are consistent with statutory Race Relations Code of Practice in Employment and other Equality Legislation, as well as the adoption of the LEA's recruitment and selection code of practice.
- ✓ Everyone involved in recruitment and selection adheres to this Code.
- ✓ Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the schools.
- ✓ The school will ethnically monitor applicants in compliance with the Race Relations Amendment Act.
- ✓ The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- ✓ The school monitors the employment and professional development of all staff.
- ✓ Staff and governors attend appropriate training programmes on racial equality issues.
- ✓ The school takes active steps to ensure that selection for redundancy avoids any discrimination.

Parents, Governors and Community Partnership

- ✓ Parents are welcome and respected in school.
- ✓ All are encouraged to become school governors when positions arise.
- ✓ The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors.
- ✓ All parents are regularly informed of their child's progress.
- ✓ Proactive steps are taken to invite minority ethnic parents in the life of the school.
- ✓ All parents will be given a copy of this Equal Opportunities Policy when their child commences their education.

Complaints Procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Head Teacher who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be used.