

SCAWSBY SALTERSGATE INFANT SCHOOL



EQUAL OPPORTUNITIES POLICY

Policy Approved by Governors	Dec 2023
Review Date	Dec 2024

STATEMENTS OF PRINCIPLE

- Discrimination on the basis of colour, culture, origin, sex or ability is unacceptable in our school and will not be tolerated
- Every pupil and teacher will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals
- The primary objectives of this school is to educate, develop and prepare all our pupils, whatever their sex, colour, culture, origin, or ability, for their next steps in education and their life as responsible members of society
- An equal opportunities philosophy will be practised by all staff
- The school is committed to emphasising the common elements and values of our multi-cultural society and minority groups.

THE AIMS

- To equip pupils with an awareness of an increasingly diverse society. On such foundations, pupils will develop their own attitudes to a multi-cultural society
- To educate pupils about the beliefs and practices of people from other cultures and origins.

At Saltersgate Infant School we agree to treat everyone equally and fairly regardless of;

- Age
- Gender
- Disability
- Race and Nationality
- Religion or Belief
- Pregnancy
- Marriage & Civil Partnership
- Transgendered Identity
- Sexual Orientation

We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

Therefore we;

- Do our best to ensure that everyone is treated fairly and with respect.

- Make sure the school is a safe, secure and stimulating place for everyone.
- Recognise that people have different needs and understand that treating people equally does not always involve treating them all exactly the same.
- Recognise that for some pupils extra support is needed to help them to achieve and be successful.
- Do our best to make sure that people from different groups are consulted and involved in our decisions, for example through talking with pupils and parents and carers, and through our School Council

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between different groups;
- Foster good relations between different groups.

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act 2010. We will provide training, guidance and information to enable them to do this.

PRACTICE

Admission

The school follows the Local Authority/Governing Body Admission Policy, which does not permit sex, race, colour or disability to be used as criteria for admission.

Registration

Pupils’ names should be accurately recorded and correctly pronounced.

Pupils should be encouraged to accept and respect names from other cultures.

Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

Consideration should be given to involving the parents. All incidents will be recorded on CPOMS.

Racist symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti should be immediately removed.

Parents should be aware of the school's commitment to equal opportunities.

Staff

The school values diversity amongst the staff.

In all staff appointments, the best candidate will be appointed, based upon strict professional criteria.

All staff should be aware of possible cultural assumptions and bias within their own attitudes.

In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff should be aware of the historical and contemporary processes which have caused, and may continue to sustain racism. Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the Authority's Ethnic Minority and Traveller Achievement Service. The school's pastoral care organisation should be used, particularly with regard to home/school liaison and for dealing with any situations of discrimination or harassment.

The Curriculum

All pupils must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive, and must not highlight sexual and cultural diversity.

Language

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use.

GENDER

Points to consider:

- Sex stereotyping limits the potential of both boys and girls, therefore opportunities should be created for children to explore non-traditional activities. All pupils should have access to all facilities and equipment
- Teaching materials and resources should be examined in order to identify any stereotyping implications.

MULTICULTURAL EDUCATION

Points to consider:

- Avoid negative stereotyping of people of different races
- Use up to date information, do not dwell on quaint, exotic traditions
- Characters from non-European origins should be shown in positions of authority and responsibility and not always be represented as underdogs
- Portrayals of a society should present fairly the cultural and social mix of that society
- Cultures should not be judged through British eyes against British norms
- Poverty cannot be dismissed simply as incompetence of the poor
- Demonstrate the similarities between all groups within humankind. Do not highlight differences which imply superiority or inferiority
- Demonstrate that diversity and variation is an ordinary but enriching aspect of life
- Be aware of children's developing attitudes. Deal effectively and sensitively with overt racist comments. Developing misconceptions should be explored and clarified
- Treat all children as individuals.