



EQUAL OPPORTUNITIES POLICY

Autumn 2016

Pinewood Infant School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism. The Prevent Lead is the Head Teacher.

This policy aims to;

- Offer equal opportunities regardless of race, culture, gender orientation, academic ability, physical ability or class
- Provide an environment free from social, sexual or cultural prejudice for everyone in our community
- Promote equality of opportunity
- Every individual achieves their potential and no child is left behind
- To recognise everyone's differences and enjoy the diversity of life
- Provide an environment free from social, sexual or cultural prejudice
- Break down prejudice and build positive attitudes and prepare children for living in the modern world

Equal Opportunities is the responsibility of the whole community and must be reflected throughout the school and be addressed in the taught and hidden curriculum.

Pinewood recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and promote good race relations.

Actions

Statements and policy will be made available through relevant school documentation.

The school community will receive on-going training in relevant aspects of Equal Opportunities. Pinewood will make all reasonable effort to ensure that adults and children have access to all aspects of school life.

Statement of Inclusion

Pinewood recognises the need to celebrate the diversity that exists within the community and beyond.

Multi-Cultural

Our policy is to ensure a balanced view of the modern world through a multi-cultural approach.

For children to know that they are world citizens and will meet a wide variety of cultures during their lives.

To make sure we constantly evaluate our practice to ensure that we offer a broad and balanced curriculum.

That no one should be treated differently because of their race.

Gender

To promote non-sexist attitudes.

Race

- To respect different people's faiths, feelings and values
- Promote race equality and harmony
- To eliminate unlawful racial discrimination and harassment
- Promote equality of opportunity and good race relations
- Prepare for living in a modern world
- Emphasise the importance of combating racism and work towards racial equality

Disability

- Not treat disabled pupils less favourably, without justification, for reason which relates to their disability
- Make reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to other pupils who are not disabled
- Plan strategically for and make progress in improving the physical environment of schools for disabled children, increasing disabled pupils' participation in the curriculum and improving the way in which written information is provided (see access plan and disability equality scheme)

Class

No member of our community will be treated differently because of an assumed social class.

Strategies

- Clear statement on the unacceptability of name-calling, bullying, racist name-calling, verbal, physical abuse, racist or any other bullying
- Activities of a non-stereotypical nature
- More time and space to talk (class discussion)
- Schools council (representatives of classes)
- Opportunity for individual talk (with Head Teacher, class teacher, TAs)
- Encourage sharing of experience

- Resources to reflect the society we live in.
- Provide a differentiated curriculum that reflects and prepares children for life in a modern society.
- Awareness/sensitivity to home backgrounds.
- Community languages displayed in school.
- Staff on duty to look for loners, macho, high profile pupils etc.
- Use of PSHE games to encourage inclusion.
- Ensure that all pupils have equal access to all resources.
- Involve all children in rule making.
- Use targets, rewards for individuals, re: acceptable behaviour.
- Make targets for behaviour achievable, e.g. star charts.
- Peer approval/disapproval - involvement of children in decision making.
- Monitor groups in class for domination, flexibility etc.
- Use assembly times to reinforce Equal Opportunities, race, gender, disability issues and golden rules.
- Use of books, stories to reinforce positive attitudes.
- Clear statement about behaviour (see Behaviour Policy).
- Training for staff
- Positive discrimination when appropriate (employment, governors etc)

Equal Opportunities will be recognised and monitored in all aspects of school life. Particularly;

- Attendance
- Punctuality
- Unauthorised absence
- Admissions
- Ethnic background
- Gender
- Staffing
- Disadvantage
- Resourcing

Termly updates to Governors on implementation of policies and procedures.
All incidents are recorded and reported on.

- Racism
- Sexism
- Class

- Physical
- Homophobic bullying
- Transexual/Sexual Orientation
- Single Parents
- Same sex parents

Monitoring

We know that groups of people have suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structure of institutions to result in 'inequality' by default. We therefore commit Pinewood to take positive steps to constantly examine our policy and practices in school and change them when necessary.

Reviewed: Autumn 2017