

Hendre Infants School



Nurture Believe Achieve

Equal Opportunities Policy

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A B-H	1	March 2016	Mrs H Barbrook

INTRODUCTION

This document is the statement of the aims, principles and strategies for ensuring that every child at Hendre Infants School has equal opportunities and equal access to the curriculum.

The 2001 document 'National Assembly for Wales: A vision of equality of opportunity' states that:

"One of the assembly's three major themes is equal opportunity. It is committed to promoting a culture in which diversity is valued and equality of opportunity is a reality.

The Equal Opportunities Commission has highlighted the importance of Education in realising the Assembly's vision:

"Where school's adopted a 'whole school' approach to equality issues this gives the best results. This approach covers all aspects of school life, including all the subjects of the curriculum, extra curricular activities, organisation, staffing and management. It would be easy to overstate the impact schools can make in influencing and shaping values and attitudes that can challenge stereotyping but they can and do make a significant contribution."

At Hendre Infants School we strive to reflect the National Assembly's vision and fulfil the role set out by the Equal Opportunities Commission.

AIMS

- To ensure that all children regardless of culture, gender, race or ability have the opportunity to reach their maximum potential, academically, physically, emotionally and socially, so that when leaving our school they have the widest possible options available to them, educationally, socially and vocationally.
- To foster an atmosphere where each child is encouraged to develop a positive self-image regardless of culture, gender, race or ability, by means of a well balanced curriculum.
- To develop in each child an acceptance and understanding of individual differences and a celebration of the diversity in our school and community.

OBJECTIVES.

To achieve the above it is necessary to:

- Give all children equal access to the National Curriculum and allow them to develop at their own pace through each of the key stages.
- Ensure that all children, regardless of intellect or physical ability, have equal access to learning opportunities.

- Allow all children with special educational needs access to the National Curriculum and work, at their own pace

PROCEDURES.

Hendre Infants School supports equal opportunities by countering stereotypes and prejudice, reducing the effects of sexual, racial and social discrimination, while at the same time acknowledging the diverse cultural and educational needs of our pupils

Equality of opportunity for all children is essential, whatever their age, ability, gender, race or background. We recognise that his or her environment can influence a child's self-perception and are committed to ensuring a positive experience for all children. We want all our pupils to achieve their full potential during their time with us. We work to ensure that our expectations, attitudes, and practices do not prevent any child from fulfilling his or her potential.

As a school, we incorporate LA guidelines for Equal Opportunity into our primary practice. Certain strategies are employed to ensure that the cross-curricular dimension of equal opportunity permeates the life and work of the school.

Children of both genders have equal opportunity and equal access in all areas of the School Curriculum. All pupils are encouraged to participate equally in the full range of activities both inside and outside the classroom.

In addition:

- Efforts are made to recognise, and be aware of, the possibility of any bias in our teaching and learning materials and in our teaching styles.
- Materials are selected carefully for all areas of the Curriculum to avoid racial and sexual stereotypes and gender bias.
- Teacher time, attention and resources are given equally to all pupils, taking into account individual learning styles.
- Our curriculum has been carefully re-organised to be appealing to all pupils regardless of ability, gender, race or background. We have designed topics, for Foundation Phase and Curriculum 2008 that are appealing to both boys and girls. We have a balance of topics that reflects Global Citizenship and the world in which we live. One topic per year focuses on religions of the world, and pupils are taught and encouraged to have an understanding and tolerance of difference.

Teaching and other groupings, such as dinner queues, assembly seating, lines for dismissal, classroom seating and playground areas, are organised by criteria other than gender or race, for example, age, ability, friendship.

Equality is demonstrated when giving/delegating responsibility and noting the achievements of all children.

- Discipline – notably rewards and sanctions – are the same for all children.
- Our school uniform policy embodies the same standards for all children.
- Children and staff are encouraged to respect and value each other, and build and maintain co-operative working relationships both within school and in the community.
- Any discrimination that arises inside or outside the classroom is handled sensitively, in line with LEA Procedure.

Race Equality

Our teaching challenges racial prejudice and stereotypes and we foster pupils' critical awareness of bias, inequality and injustice. Our resources and displays portray positive images of a range of people and cultures and we make best use of resources to support our challenge of racism and stereotypes across the curriculum.

Monitoring and Evaluation

Hendre Infants School recognises the value of evaluating and monitoring equal opportunities; measures include:

- Analysing the attainment and progress of pupils, highlighting significant variations in attainment among pupils of different gender, ethnicity or background.
- Reviewing attendance and punctuality – analysing reasons for absence – where patterns affect particular groups of children

Staffing

We provide all staff at Hendre Infants School with equal opportunities. No teaching or non-teaching post is gender-specific and, when appointing staff, recruitment procedures recommended by the LEA/ other Advisory Source will be followed.

Tasks, duties and responsibilities are allocated without discrimination. All staff have equal access to professional development and posts of responsibility.

FURTHER INFORMATION

Useful Documents and Resources

ACCAC	Equal Opportunities and diversity in the school curriculum in Wales - 2001
CRE	Learning for All – Standards for Racial Equality in Schools 2000
DfES	What the Disability Discrimination Act (DDA) 1995 Means for Schools and LEAs (Circular 20/99)
DfES/Home Office	Social Inclusion: Pupil Support (Circular 10/99)
EOC	Sex Discrimination in Schools 1991
EOC	The Gender Divide 1996