



EQUALITY OF OPPORTUNITY POLICY

We value and respect diversity and strongly believe that no child, individual or family should be discriminated against. All individuals within the setting are entitled to learn, teach or work in a non-threatening and supportive environment where they are valued and have the opportunity to develop to their full potential. We actively seek to remove the barriers and participation that can hinder or exclude individual children, or groups of children.

Within our setting, our aim is to ensure that children and adults develop and demonstrate positive attitude towards diversity and difference, not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. We will challenge racist and discriminatory remarks, attitudes and behaviour both from the children in our care and other people we encounter.

Statement of Inclusion

The school recognises its need to celebrate the diversity that exists within its community and to ensure that all have the opportunity to respond to the expectations and challenges of the curriculum.

To ensure equality of opportunity for all, we will:

- Actively promote equality of opportunity and anti-discriminatory practices for all children. Each child will be treated with equal concern and respect;
- Ensure every child has the right to benefit from a broad, balanced education, based on the 'Every Child Matters' principles. We will adopt realistic expectations of the children with whom we work;
- Create an environment where children are able to flourish best by ensuring they know what behaviours are expected from them which will allow them to learn and play freely without fear of being hurt or unfairly restricted by anyone else;
- Recognise that some children will benefit from additional support and targeted interventions;
- Provide this for all children through positive, non-stereotyping and accurate information on gender role, diverse ethnic and cultural groups and people with disabilities;
- Set suitable learning challenges by using and providing access to a wide range of learning materials/resources i.e. books, puzzles which show positive images and examples of people from all walks of life;
- Respond to children's diverse learning needs;
- Provide support for those children with special education needs or disabilities;
- Ensure our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then we will make reasonable adjustments to accommodate the needs of disabled children and adults;
- Avoid stereotypes or derogatory images in the selection of books or other visual materials;
- Make every child feel valued and good about themselves;
- Ensure that children have equality of access to learning;
- Make reasonable adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;

- Make appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- Teach children about a wide range of festivals;
- Create an environment of mutual respect and tolerance;
- Help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Ensure that children learning English as an additional language have full access to the curriculum;
- Ensure that children speaking languages other than English are supported in the maintenance and development of their home languages.

Equal Opportunities Affecting Particular Groups

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that our school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

There are times when an individual or group of people need additional support to assist them in reaching their full potential. It is our aim to recognise these areas for concern and to act accordingly. We have identified particular groups and we aim to address equality in the following ways:

Class

The school values all its staff and pupils. We are not judgmental of our families regarding their employment status and all people are valued regardless of social background and social or economic needs.

We recognise that some families have difficulty paying for school trips and arrangements can be made to provide support. We also have a bursary policy for those who require financial support.

It is recognised that homework can be more difficult for pupils with little space or extra responsibility at home. Staff are sensitive to these issues and invite parents to discuss difficulties so that an understanding exists between parent and teacher.

Gender

We encourage all our boys and girls to be assertive and articulate and to be proud of their Muslim identity and to use all these values to contribute positively to society as equal British Citizens'.

Our resources portray women and men, boys and girls in a wide range of roles and language used and always be non-sexist.

The school also welcomes parents, carers and staff, whatever their gender reassignment.

Language

Bilingualism is a positive advantage.

We understand that children need time in which to feel secure and that they may experience a "silent" period. We recognise, however, that some bilingual pupils may also have special educational needs.

We also recognise Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English

Children are encouraged and given opportunities to use their first language.

Bilingual pupils work with monolingual pupils who provide good role models of language use at their own level.

Learning Ability

The school is proud to be a true “community school” and welcomes and provides for pupils of all levels of attainment. We recognise that all pupils are entitled to follow a broad and balanced curriculum and we aim to ensure that all pupils have access to such a curriculum.

Much time and care is put into the identification of children with educational needs, the planning, implementing and assessing of individual educational programmes (IEP). Children with an IEP or a statement of need are treated with equal respect and value. All staff have high expectations of all pupils. There is a wide range of resources available to cater for pupils of all abilities and work is often differentiated so that pupils can achieve personal goals.

Physical Ability

The school welcomes staff and pupils with differing physical abilities. We try to use resources which challenge stereotypical views of those with different physical abilities. We ensure that terminology used to describe forms of physical ability is not offensive.

Staff are made aware of pupils' individual needs and how to cope with them (e.g. asthma attacks) in a safe, sensitive and practical way.

For more information about how the school meets the needs of children with differing learning or physical abilities, please see the Special Educational Needs Policy, Staff Handbook and Health and Safety Policy.

Race

Britain consists of a racially diverse population and we recognise that our multi-cultural society enriches schools in a positive way. All staff and pupils are encouraged to adopt a respectful awareness of other cultures and languages, to be thoughtful, tactful and to examine and be critical of their own racial prejudices. It is important to remember that racism can take place on a conscious and unconscious level.

Resources we use give a positive view of our multi-racial society and encourage respect for people as individuals. Resources present a global view of the world.

Refugees and Travellers

Refugees and travellers are welcomed in our school and we try to adopt an understanding of their own personal situation.

We understand that children who join mid-year may need support settling and families who may have fled their countries may have experienced great trauma. We aim to be sympathetic, non-judgmental and welcoming. It is our duty to ensure that pupils have a positive social and educational experience, whatever the time period they spend in our school.

Religion

Lessons and assemblies regarding religion give pupils opportunities to learn about the variety of world religions. Pupils are encouraged to accept and respect a variety of religious and cultural views within the religions studied. Pupils are encouraged to challenge stereotypes and discuss diversity.

Displays and resources reflect the diversity of religions and children are taken on visits to places of worship including churches and temples to further their understanding.

Children are also taught to respect those who do not follow a faith.

Parents do have the right to withdraw their child from R.E lessons and collective worship. If a parent / guardian wishes to withdraw their child, our process is that a meeting is held with the Headteacher or a member of the Senior Management Team to discuss any concerns and answer any questions. If a parent / guardian still wishes to withdraw their child after having this meeting, then alternative arrangements for the child will be made when these activities are occurring.

Sexuality

The school welcomes parents, carers and staff, whatever their sexual orientation, gender reassignment, marital or civil status.

Mental health and drug/alcohol abuse

The school is sympathetic to the needs of families with mental health issues or drug or alcohol abuse. Information given to teachers is treated with sensitivity and only passed on to other members of staff who have contact with the child and may need to be aware of a home situation as part of our commitment to safeguarding.

When teaching children about the dangers of drug and alcohol abuse, teachers are sensitive to the experiences of children in their class. We aim to give information in a balanced non-judgemental way. We encourage children to discuss issues and develop their own opinions.