

Arbor Preparatory School



Equal Opportunities Policy for Arbor Preparatory School including EYFS

(see also Disability Non-Discrimination; EAL; Gifted and Talented; Racial Equality; SEN)

1 Introduction

1.1 Our school's mission statement talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that Arbor School promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

1.2 This policy accords with legislation:

- Race Relations (Amendment) Act (2000);
- Disability Discrimination (Amendment) Acts (2002 and 2005);
- Sex Discrimination Act (1975).

2 Aims and objectives

2.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.

2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

2.6 We challenge personal prejudice and stereotypical views whenever they occur.

2.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's

legitimate point of view, we aim to promote positive social attitudes, and respect for all.

3 Racial equality

3.1 In our school we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour).

3.3 We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of those that are pertinent to any children in school from a minority group.

4 Disability non-discrimination

4.1 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning.

4.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

5 Gender equality

5.1 We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

5.2 We have put in place a number of measures to raise the achievement of the boys. These include:

- dealing with negative aspects of boys' behaviour including bullying and name calling;

- removing gender bias from our resources;
- making sure that our displays reflect boys and men as effective learners and achievers;
- encouraging boys to read fiction.

5.3 To make our teaching more accessible to boys, we:

- begin a lesson by stating the learning outcomes and giving the 'big picture';
- employ a variety of activities and include a kinaesthetic element;
- deliver work in bite-size chunks with brain breaks and new starts;
- provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

5.4 We seek to ensure that this policy designed to improve boys' attainment does not do so at the expense of the achievement by the girls.

6 The role of the head teacher

6.1 It is the head teacher's role to implement the school's policy on equal opportunities, and she is supported by the staff in so doing.

6.2 It is the head teacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

6.3 The head teacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.

6.4 The head teacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

6.5 The head teacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

6.6 The head teacher views all incidents of unfair treatment, and any racist incidents, with due concern.

7 The role of the class teacher

7.1 Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

7.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

7.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.

7.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school incident book, and draw them to the attention of the head teacher.

8 Monitoring and review

8.1 It is the responsibility of the head and deputy to monitor the effectiveness of this policy. They will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

9.2 This policy will be reviewed by the head teacher every 2 years, or earlier if it is considered necessary.

Signed:

Date: 11th February 2011