

Equal Opportunities Policy



1 Equal Opportunities Policy

1.1 Blakeney School strives to ensure that everyone within school is equally valued

1.2 We promote the principles of fairness and justice for all through the education that we provide in our school. 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.

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

1.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

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

1.6 We challenge stereotyping and prejudice whenever it occurs.

1.7 We celebrate the cultural diversity of our community and show respect for all minority groups.

1.8 Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

2 Race Equality Policy

2.1 Blakeney School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone treats one another with respect. Pupils will be provided with the opportunity to experience, understand and celebrate diversity.

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will record the incident and act immediately to prevent any repetition of the incident. Such incidents are dealt with more specifically in our Behaviour and Anti-bullying Policy.

2.2 We endeavour to make our school welcoming to all minority groups. We recognise the inclusive nature of Curriculum 2000 and the opportunities Citizenship presents for encouraging 'respect for diversity'.

2.3 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

2.4 Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

3 The Role of Governors

3.1 The governing body has set out its commitment to equal opportunities and race equality in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality. One member of the governing body will be the named Governor for Multi Culture and Equal Opportunities.

3.2 The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

3.3 The governors welcome all applications to join the school, whatever background or disability a child may have.

3.4 The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion, disability or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

4 The Role of the Headteacher

4.1 It is the headteacher's role to implement the school's equal opportunities and race equality policy and s/he is supported by the governing body in so doing.

4.2 It is the headteacher's role to ensure that all staff are aware of this policy, and that teachers apply these guidelines fairly in all situations.

4.3 The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

4.4 The headteacher promotes the principles of equal opportunity and race equality when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme.

4.5 The headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

5 The Role of the Class Teacher

5.1 The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

5.2 When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

5.3 When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.

5.4 All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school log book, and draw them to the attention of the headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

6 Monitoring and review

6.1 It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities and Race Equality policy. The governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;**
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;**
- requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy;**

- **taking into serious consideration any complaints regarding equal opportunity or race equality issues from parents, staff or pupils;**
- **monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.**

Signed:

Date:

Practical Implementation of the Policy

Curriculum Principles

The delivery of the curriculum should reflect the ethnic and cultural diversity of modern Britain. Good education begins from sharing the experience that children bring to school from a variety of ethnic and cultural backgrounds.

It is our aim to enable pupils from minority backgrounds and with disabilities to gain full access to the National Curriculum and to develop strategies for overcoming any obstacles that prevent pupils from developing their full potential at school.

EAL

Teachers will ensure that the language and learning needs of pupils are provided for.

Need for support will be identified and provided for curriculum language and learning.

High expectations will be set for all pupils.

Activities will be matched to needs and abilities.

Listening and Speaking will be actively encouraged and planned for.

Access to meaning will be provided through a variety of means including videos, maps, posters and pictures.

Special Needs

A child has special needs if possessing a learning difficulty. EAL is not a learning difficulty. However, the school recognises that the spectrum of children with special educational needs will include a proportion of EAL pupils and others from ethnic minority backgrounds.

Liason with Parents

As with all children, it is recognised that liason with parents is a vital element in the creation of a home/school partnership to support learning in school. We seek to provide a welcoming environment, actively putting parents at ease in what may be an unfamiliar setting.

For parents of EAL pupils and those from ethnic minorities, school will read through letters with children and, if requested, parents.

We actively encourage parental attendance at parent evenings and participation in other school functions.

Informal contact with parents in the playground is maintained

Parents are invited in to help with activities as appropriate.

Transfer to Secondary School

Our pupils transfer to a range of schools, including Whitecrosss, Dene Magna, Thomas Richs, High School For Girls, Ribston Hall.

Care is taken that parents have full access to information about the range of choices available.

The Traveller Support teacher is available to accompany children on visits to their designated Secondary School.

Links with our local Secondary School are maintained. Each Summer term Year 5 & 6 pupils take part in a project at Whitecrsoo eg Technology , Science or Art.

Assessment and Target Setting

Monitoring of EAL and ethnic minority pupils is shared between headteacher, class teacher, Traveller Support Teacher and EAL support teacher as appropriate.

Individual Pupil Profiles record assessments and progress. This is used to inform planning.

Provision will be made as necessary to enable accurate assessment of pupil progress – e.g. by use of a reader, other language test sheets etc. and will also be checked for cultural bias.

Pupils also take responsibility for their own learning by helping to set their targets for achievement and assessing their own progress.

The school also carries out comparative performance checks to assess the efficacy and equality of its provision for EAL and ethnic minority pupils.

Admission, Attendance, Discipline and Exclusion

Our admission process is fair and equitable to all ethnic groups.

School monitors pupil attendance by ethnic group and uses this data to develop strategies to address poor attendance.

Exclusions are monitored to ensure there are no differences between ethnic groups in the implementation of such measures.