

# Yarlet School

## Policy on Equal Opportunities (Including EYFS)

### **1 Introduction**

- 1.1 We value 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 this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender, dietary needs or background. Our starting points for planning a curriculum that meets the specific needs of individuals and groups of children include setting suitable learning challenges; responding to children's diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils; and providing other curricular opportunities outside the main curriculum to meet the needs of individuals or groups of children. This includes access to speech and language therapy and occupational therapy where appropriate. We achieve educational inclusion by continually reviewing what we do and ensuring that all children achieve their best; analysing differences in the achievements of different groups of children; targeting children who we know are not achieving their best; promoting harmony; and preparing pupils to live in a diverse society.

### **2 Aims and objectives**

- 2.1 We do not discriminate against anyone, be they staff, pupil or parent.
- 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.
- 2.9 We aim to be an inclusive school. We actively seek to remove barriers to learning and participation that could hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make

this a reality through the attention that we pay to the different groups of children within our school; girls and boys; minority ethnic and faith groups; children who may need support to learn English as an additional language; children with special educational needs; and able, gifted and talented children.

- 2.10 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.

### **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 and Discipline).

3.3 We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. 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 different religious festivals to different faith groups.

### **4 Disability non-discrimination**

4.1 Some children in our school may 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 September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with 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.

4.4 Teachers take account of children's pace of learning and the equipment they use. They take account of the effort and concentration needed in oral work or when using visual aids. Activities are adapted where children are struggling to manipulate tools or equipment or use certain types of materials. Teachers allow opportunities for children to take part in educational visits and other activities linked to their studies.

### **5 The role of governors**

5.1 In this policy statement, the governing body has set out its commitment to equal

opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

- 5.2 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 properly accommodates people with disabilities.
- 5.3 The governors welcome all applications to join the school, whatever background or disability a child may have.
- 5.4 The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion 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 has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

## **6 The role of the Headmaster**

- 6.1 It is the Headmaster's role to implement the school's policy on equal opportunities, and he is supported by the governing body in so doing.
- 6.2 It is the Headmaster'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 Headmaster ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.
- 6.4 The Headmaster promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 6.5 The Headmaster 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 Headmaster views all incidents of unfair treatment, and any racist incidents, with due concern.
- 6.7 The Headmaster collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:
  - admissions;
  - attainment;
  - exclusions;
  - rewards and sanctions;
  - parents' and pupils' questionnaires.
- 6.8 The Headmaster will, in his annual report, make reference to arrangements for disabled pupils.

## **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 materials, 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. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.
- 7.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the behaviour record folder/book, and draw them to the attention of the Headmaster or ENCo.
- 7.5 When the attainment of a child falls significantly below the expected level teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment teachers use materials from a later key stage or extend the breadth of work within the area or areas for which the child shows particular aptitude.
- 7.6 Teachers ensure that all children feel secure and know that their contributions are valued; appreciate and value the differences they see in others; take responsibility for their own actions; see materials that reflect a range of social and cultural backgrounds without stereotyping; participate fully, regardless of disabilities or medical needs.

## **8 The role of the SENCO.**

- 8.1 Our Special Needs Coordinator in Main School is Diane Goodwin. In Early Years, the Special Needs Coordinator is Stephanie Dewey. Both Diane Goodwin and Stephanie Dewey ensure that the SEN Code of Practice is in place (see policy on Special Educational Needs).

## **9 The role of the ENCO**

- 9.1 Our Equalities Named Coordinator within Early Years is Stephanie Hall.
- 9.2 Stephanie Hall uses the ENCO audit tool to ensure adherence to anti-discriminatory practice. Audits are carried out of provision to ensure that resources and practice avoid stereotypical imaging.

## **Monitoring and review**

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with 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;
- require the Headmaster to report to governors annually on the effectiveness of this policy;
- 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.
- If a parent, pupil or member of staff feel that their needs have not been met under this policy, the school will respond quickly to listen to and act upon those comments.

This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.

**Signed:**

A handwritten signature in blue ink, appearing to read 'Zoe Reynolds', written over a horizontal line.

**Date: September 2020**  
**Review Date: September 2021**