

# Newport Infant School

## Equal Opportunities and Equality

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Policy Lead	Rebecca Overthrow
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## 1 Introduction

**Newport Infant School's vision for all its pupils is:**

"Irresistible Learning, Endless Possibility"

and through this vision, equality of opportunity is critical and central, to ensure that ALL children have access to appropriate relevant and meaningful opportunities to develop their potential, reach their goals, and access those endless possibilities that we wish to create for them.

"All pupils should be entitled to equal regard, as well as equal opportunity in learning" (HMI 1985 Curriculum 5-16)

be offered a curriculum which

"promotes the spiritual, moral, cultural, mental and physical development of all pupils"

and prepares them for the

"opportunities, responsibilities and experiences of adult life" Education Act 1988

Thus: The curriculum offered and the curriculum experienced by the pupils should be equally accessible to all and equally appropriate to all.

Such a curriculum includes not only the design and content, but also the way in which it is delivered: through other lessons and activities incorporating both the implicit and the explicit.

The school recognises

- The responsibility upon it to promote equal opportunity
- that equality of opportunity does not necessarily mean the same for all. Provision will be targeted to meet the needs of the individual learners, taking full account of their needs
- The part the school plays in relation to the community
- Understands that the school's role is part of wider reaching influences, accepts that it can only play its part, whilst also working hard to establish close links with any wider agencies involved to best meet the needs of the child

At Newport Infant School we aim to ensure through our Equal Opportunity Policy that all children

- Are equally valued, respected and cared for
- Have access to a full range of activities and experiences in all curriculum areas
- Have opportunity to develop their potential

As a staff we uphold the following key statements:

1. Race

Racism should be opposed; equal opportunities should be promoted within the cultural diversity of the British society. The curriculum should contribute to the elimination of ignorance, prejudice and fear from which racism may grow. A commitment to multi-cultural education should permeate the curriculum of the school and be seen as a process of enrichment. We should meet the educational needs of our ethnic minorities, supporting bilingual learners, respecting different observances, building and strengthening links with the minority communities.

2. Religion

Religious Education standing alongside National Curriculum should reaffirm pupils' entitlement to learn of their religions and cultural heritage alongside present day traditions and practices. Although broadly Christian this should celebrate the teaching and practices of other principal religions. We should enable children to explore the spiritual dimension and foster a sense of awe, mystery and wonder allowing space for an effective response to be accessible to all without prejudice, bias or offence.

3. Special Need

All children regardless of particular need should have access to the broadest possible range of curriculum. This should encompass the broader issue of race and ethnicity along with religious perspective to match the needs of the individual to develop the special child as a learner in the truest sense of the word.

4. Gender

All children should be made aware of the opportunities available to them, through which they could maximise their talents and interests both in school and through adult life. School should provide a climate to actively discourage gender conditions that lower self-esteem for girls and boys alike, particularly in education and career situations.

5. Appearance

School ethos and pastoral care should help each child accept and value him/herself regardless of physical appearance and should actively promote tolerance of others particularly for those less fortunate than him/herself.

## 2 Policy into Practice

Within the school we actively seek to promote a balanced approach by ensuring all pupils have equal opportunities for learning and developing through:

conscious planning  
conscious delivery  
daily regard to pastoral care

Newport Infant School  
Equal Opportunities and Equality Policy  
all in accordance with our guidelines as stated in the school's Aims, Philosophy and Policy documents.

We recognise that our school represents a predominately white Caucasian population and that as a consequence our role is great in raising awareness to impart tolerance and consideration of other nationalities and faiths. To this end the whole staff (teaching and non-teaching) have consciously considered the issues surrounding institutional racism in order to raise our own awareness and in so doing have developed our own understanding.

### **3 Admissions**

- Policy welcomes all children-from any culture, creed, gender and ability/disability
- Parents are informed of Policy at induction meeting and through the school information booklet
- The need for dual language booklets may be necessary
- Rapid and easy access to School Multicultural Development Service (SMDS) and other agencies as appropriate, to support individual/groups

### **4 Appointments of staff into school**

- Open policy- all welcome to apply
- Governors racially aware
- All staff given equal support on appointment (teaching/non teaching)
- On appointment staff induction to school PSHE policy in particular, other policies as relevant
- Provision of opportunities for professional development through planned opportunities: teachers, non teaching staff and governors

### **5 School PSHE Policy**

#### **Staff:**

- Ensure all staff implement procedures and content through whole school approach, with regular reinforcement of practice and procedure

#### **Children:**

- Use of circle time to establish Golden Rules (termly, annually)
- Use of circle time to raise awareness of PSHE policy: choices, anti-bullying
- Use of assembly to strengthen and reinforce the sense of belonging and sense of achievement- develop self esteem through celebration and praise
- Class representatives on school committee to contribute, bring information and feed back to classes
- Class representatives as befrienders and mentors
- Playground games to develop sense of social interaction, caring play
- Use of Home School Agreement booklet to support commitment

#### **Parents:**

- Induction meeting to introduce ethos of school
- School Information Booklet
- Home School Agreement to confirm commitment
- Regular contact through newsletters to update and inform
- Individual contact where necessary
- PTA to extend and strengthen community values

## **6 Community**

### **Raise the children's awareness of the value of the community**

- Visitors into school: e.g. police, school nurse, mayor, Road Safety Officer, religious leaders, charitable concerns, people of other races, cultures, age groups, other schools, people in the workplace, theatre, arts
- Visits out of school: e.g. to the church, to Junior School, Burton Borough, theatre, local amenities- shops, farms, museums etc
- Extra curricular activities: theatre, music, drama sport, Out of School Club

## **7 Physical Environment**

- Facilities for all -catering for all ability/disability
- Sports- opportunity for all to participate
- Displays celebrating other cultures, need, creed

## **8 Resources**

- Human resource of role models
- Use of SMDS
- Posters/displays recognising minorities, other cultures etc
- Multi-cultural books and other resources inc. R.E. artefacts
- Bi-lingual posters, dual language books, celebration of other tongues
- Books/materials supporting the disabled child
- Geography themes developing awareness
- Positive literature
- Use of ICT materials/resources eg Espresso videos/tools to promote geographical/ religious/ social/ economical understanding

## **9 Curriculum**

- Use of role play to develop PSHE/multicultural opportunities, citizenship opportunities e.g. Doctor's surgery, Animal hospital, Post Office, tourist office etc
- Use of assemblies
- Thoughtful selection of themes which support and are sensitive to the aspect of multicultural understanding
- Use of cookery from other cultures
- Planned use of stories from other faiths and cultures
- Empathic support and understanding of children with different backgrounds in interpreting the taught curriculum e.g. maths terminology, coinage

## **10 Language**

- SMDS support and advice
- Teachers aware child may need extra 1:1 support and help to aid understanding
- Need for use of 'simple' language
- Parent may need similar or interpreter
- Supporting resources
- PSE issues surrounding name calling and mis-use of our language
- Recognise and value accents and dialects
- Consistent use of language to help child to learn the expectations
- Staff to set high example

### **11 Assessment, Recording and Reporting**

- Induction: Pre-school records, Baseline Assessment (parent contribution + teacher assessment) All About Me Forms to inform teacher
- PSHE part of annual report to parents
- Parents' evenings- issues surrounding communication- message needs to be understood
- PSHE checklist highlights social skills

### **12 Teaching and Learning**

- Equality of opportunity is paramount
- Respond immediately to day to day issues
- Celebrate diversity and cultural difference
- Raise awareness through own teaching and use of human and other resource
- Use positive literature
- Recognise different writing styles/ formation of letters/words/prose on page e.g. Chinese, Greek
- Value the languages that EAL (English as an additional language) children bring to us, allow them to contribute by making own books in own language, bringing in books from home, using parents as a resource, listen to their language being spoken, and others

### **13 Specific Needs/Issues**

- Learning support-all staff aware of particular need
- Sports equipment
- Sport for disabled children
- Tolerance and understanding to reduce/eliminate prejudice
- All children entered on register in age order rather than sex
- Organisation of classes by age as far as possible, even when there are mixed age ranges
- Mixed ages and sexes when lining up for movement in/out/around school
- Mixed playtimes: sexes and ages- to encourage the spirit of caring as well as enjoyment
- Within sports- planning for mixed sexes, mixed teams: participation for all, incorporating Special Needs/disability, with reward for all participants
- Book collection which reflects appropriate equal opportunities and gender issues

### **14 Reporting the Results of Monitoring Impact**

- The results of the assessment of the impact of this and other policies on pupils will be reported to Governors regularly through the Curriculum Committee.

### **15 Other related policies:**

Personal Social Health Education  
Admissions  
Religious Education  
Race Equality  
Disability Equality Scheme  
Gender Equality Scheme