

GRANGE FIRST SCHOOL

EQUAL OPPORTUNITIES POLICY STATEMENT

(See also Race Equality Policy)



Rationale:

We are committed to the view that all children are of equal value and have equal rights to education whatever their race, gender, class, religion, age or ability. We support Newcastle upon Tyne's Equal Opportunities Statement and recognise our obligations to provide a service within which all children can receive maximum benefit from their education.

Purposes:

1. To ensure equality of access to a broad, balanced and differentiated curriculum.
2. To find ways to prepare all children for life in a multi-racial and culturally diverse society.
3. To enable our children to appreciate and enjoy the similarities and differences between world peoples and to learn from them.
4. To reflect the cultural diversity of the school and the wider community in our curriculum.
5. To make sure that our school is a place of friendship and safety for all children.

Guidelines:

We offer all pupils equal opportunities to participate in all areas of the curriculum and other aspects of school life.

1. We take positive steps to avoid gender or race stereotyping.
2. We seek to ensure that our expectations of the children are not biased.
3. All staff provide positive role models for the children.
4. Drama, role-play and books read to the children are sometimes used explicitly to promote respect and tolerance between girls and boys and between people from different cultural backgrounds.
5. In all areas of the curriculum we take care to use resources from a culturally varied range. (Literature, music, art, etc.)
6. Care is taken to ensure that topics of study should have equal appeal to both boys and girls.
7. New books and materials bought for the school are examined to make sure that gender or race stereotyping does not exist. Resources include dual-language books.
8. The school's resources and displays reflect and promote our equal opportunities work in the school.

9. Our verbal and written communication to parents does not assume specific roles for mother or father.
10. Careful thought is given to words or phrases which are limiting or demeaning.
11. Children have equal access to teacher time and resources irrespective of ability, gender or race.

Conclusion:

The school operates a policy of 'equal value' regardless of position, ability, faith, race or gender.

It is the duty of all staff to prepare pupils for the pluralist society in which we are now living and to emphasise that equality of opportunity is about individuals having the right to fulfil their own potential. This we seek to do through both explicit and implicit means.

This policy will be monitored and reviewed regularly.

GRANGE FIRST SCHOOL
RACE EQUALITY POLICY



(Also see Equal Opportunities Policy, Anti- Racism, Behaviour Policy and Anti-bullying Policy)

Introduction

We are proud that the Grange Family brings together the cultures, experiences and values of children and families from all around the world to learn, play and grow together in our school.

The population of Grange First School includes a significant proportion of pupils of minority ethnic heritage. In the January 2016 School Census, 20% of pupils aged 5 and over identified their ethnicity as coming from a minority ethnic group.. 12.5% of the pupils aged 5 and over had a first language that was not English. We celebrate the cultural diversity of our community and place respect for all at the centre of our philosophy.

Rationale

The School welcomes its duties under the Race (Amendment) Act 2000. We are fully committed to promoting equality of access and opportunity, to promoting good relations between members of different racial, cultural and religious groups and communities and to eliminating unlawful discrimination.

Aims

Our aims in promoting Racial Equality are to:

- ensure that our school is a place of friendship, safety and security for the whole community.
- promote equality of access to the full range of educational opportunities provided by the school.
- give every pupil the opportunity to achieve their full potential in every aspect of their development.
- promote good relations between different groups within the school and the wider community.
- help every pupil to develop a sense of personal and cultural identity that is confident, receptive, open to change and respectful towards the identities of others.
- develop pupils' understanding, knowledge and skills so that they can participate fully in a multi-ethnic and culturally diverse society.

Guidelines

1. The headteacher, supported by the governing body, is responsible for implementing this policy and for promoting the principle of racial equality in all aspects of school life.
2. A fully inclusive ethos promotes a sense of belonging for all and reflects the school's commitment to respecting and valuing every member of the community.
3. Religious beliefs and practices of all members of the school community are respected and the school complies with all reasonable requests relating to religious observance and practice.
4. Members of staff provide positive role models for pupils and expect every member of the school community to behave in a respectful and considerate way towards others.
5. The School recognises and celebrates festivals and other events related to faiths and cultures represented in the school.
6. We do not accept any form of racism or racist behaviour. Incidents which are judged to be racist, discriminatory or bullying are dealt with appropriately and in accordance with school policy.
7. The School expects parents to work in equal partnership to develop positive attitudes to diversity. It takes steps to actively encourage the involvement and participation of under-represented groups of parents.
8. Curriculum development incorporates the principles of equality and diversity. Resources are monitored to eliminate stereotyping, prejudice, racial and cultural bias.
9. Additional grants and resources, such as any provided for ethnic minority and asylum seeker pupils are targeted appropriately. The school employs a Learning Support Assistant (with specialist SEN training) to audit and give extra provision to pupils that need it. This support is flexible and can be quickly adapted so that initial assessments and high levels of support can be provided when they EAL pupils are first admitted.
10. The School adheres to recruitment and selection procedures which are fair, equal and consistent with statutory duties and LA guidelines.
11. The headteacher ensures that all staff are aware of and act in accordance with this policy and that, subject to availability, training and support is provided as appropriate.

Conclusion

The School operates a policy of 'equal value' regardless of position, ability, faith, race or gender. It recognises diversity as a positive feature of its community.

This policy will be regularly monitored and reviewed to ensure that it is implemented appropriately and that the stated aims are achieved.