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# SAINT NICHOLAS SCHOOL

## EQUAL OPPORTUNITIES POLICY

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*Note: This policy applies to all sections of the school including EYFS*

Reviewed January 2016

Review Date January 2018

### 1. INTRODUCTION

This policy has been written with regard to the Code of Practice for Special Educational needs: DFES/581/2001, the Disability Discrimination Act 1995 (DDA), the Statutory Framework for the Early Years Foundation Stage (EYFS) and the whole school Equal Opportunities Policy, Learning Support Policy, Disability Policy & Accessibility Plan and Behaviour Policy.

This school is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. This commitment is shared by pupils, staff, School council and parents.

We all oppose all forms of unlawful or unfair discrimination on the grounds of race, colour, nationality, ethnic origin, gender, marital status, sexual orientation, trade union membership, disability, political views and religious beliefs and aim to ensure equal treatment for all.

All staff will endeavour to ensure that:

- the ethos and environment of the school provide a friendly, supportive and secure atmosphere for all pupils
- the management, organisation and administration of the school reflect and support equality of opportunity
- the curriculum ensures equal access for all pupils
- pastoral care encourages and supports all pupils
- classroom practice ensures the involvement of all pupils
- teaching and learning materials reflect and support the school's commitment to providing equality of opportunity

### 2. EQUALITY OF OPPORTUNITY

Equality of opportunity requires that everyone has an equal chance to develop themselves to their full potential and be safe and free from harm. In relation to its more restricted role in the curriculum, equality of opportunity is defined as a cross-curricular dimension that should be woven through the life and work of the school, enlighten every area of the curriculum and be addressed by every teacher. Consequently, equality of opportunity implies that:

- equality of access exists for all
- social inclusion exists for all
- life choices are widened, not restricted
- talents are fostered, not suppressed
- no one experiences disadvantage or discrimination
- stereotypes are challenged
- all forms of bullying and harassment are condemned and challenged
- change is managed for the benefit of all
- individual and community needs are responded to in a sympathetic and imaginative manner
- individuals and groups are allocated appropriate levels of support to ensure that their potential is fulfilled
- the principle of equity applies.

### 3. SCHOOL ORGANISATION AND ADMINISTRATION

The language used in all written communications should be non gender-specific, except where it is deemed appropriate to discriminate positively. Lists, registers and records should be in alphabetical order, except where their specific use is for the monitoring of achievement by gender or race.

### 4. DISCIPLINE, REWARDS AND SANCTIONS

The same standards of behaviour, presentation and effort shall be required from all pupils. Teachers should maintain high expectations of attainment. Gender divisions should not be used as a method of controlling or facilitating pupil movement around the school. Staff should ensure that they apply sanctions equally to all pupils whatever their gender, race or ability.

### 5. CURRICULUM

In valuing each individual pupil equally, the school acknowledges and encourages the enrichment that cultural diversity brings to the school, whilst recognising that the specific issues of gender, multicultural education and disability must be addressed: Saint Nicholas School strives to create an environment where each pupil can achieve to their own potential no matter what their ability. Through adult support and varying degrees of differentiation, all sections of the school seek to provide the opportunity for each pupil to access the curriculum, join in lesson activities and achieve success.

#### 5.1 Gender

We consider sexism to be any attitude held by a person or group of one sex towards an individual or group of the other sex which is offensive, discriminatory or hostile towards the individual or group. We consider sexual harassment to be behaviour, acts or expressions that reflect such attitudes; or an incitement to behaviour of that kind.

- The curriculum should offer equal opportunities to all pupils, regardless of gender
- Subject content and resources should be appropriate for both sexes and should offer positive images of both men and women
- Teaching styles and strategies which encourage girls and boys to participate equally in lessons should be developed
- Girls and boys should be encouraged to work together in groups when appropriate
- Staff should be aware of gender stereotypes in teaching materials and in pupil attitudes and appropriate action should be taken to challenge them

#### 5.2 Multicultural education

We regard as racism any attitude held by a person or group of one ethnic origin towards an individual or group of a different ethnic origin which is offensive, discriminatory or hostile, towards the individual or group. We also consider racism to be behaviour, acts or expressions that reflect such attitudes; or any incitement to behaviour of that kind.

- Teachers should recognise their role in educating pupils for life and work in a multicultural society and accept their responsibility towards those members of ethnic or cultural minorities who suffer from unequal treatment.
- Materials and resources should promote positive images of members of different ethnic and cultural groups.
- All forms of racism must be recognised, challenged and dealt with effectively in accordance with school policy.

#### 5.3 Disability

We regard as unacceptable attitudes held by a person or group towards an individual with a disability which are offensive, discriminatory or hostile towards the individual. We regard as unacceptable behaviour acts or expressions which reflect such attitudes: or any incitement to make others adopt such attitudes.

- The school recognises that people with disabilities are individuals who deserve the respect and entitlement accorded to all pupils.

- Materials and resources should promote positive images of people with disabilities.

## 5.4 Special Educational Needs and Disabilities

The school's policy on educational needs focuses attention to the learning of children across the full ability/age range. Pupils identified as having Special Educational Needs and Disabilities (SEND) at Saint Nicholas School are defined as:-

- Pupils with a moderate or a Specific Learning Difficulty.
- Pupils with emotional or behavioural difficulties.
- Pupils with physical disabilities.
- Gifted and Talented pupils.

The Special Educational Needs Co-coordinator (SENCO) is responsible for overseeing the provision of education for pupils with SEND at Saint Nicholas School. This includes:

- Seeing that all children with special needs are being helped appropriately, ensuring liaison with parents and other professionals.
- Talking to and advising any member of staff who is concerned about a child.
- Coordinating provision for children with SEND.
- Making sure all written records are completed and appropriate Individual Education Plans (IEPs) are in place.
- Ensuring relevant background information about individual children is collected, recorded and up-dated.
- Acting in a professional and ethical manner with due regard to confidentiality, data protection and human rights.

## 5.5 Modifying the teaching styles

- Planning work which takes into account the needs of all children and makes reference to schemes of work relating to older or younger age groups where appropriate
- Preparing and following IEPs where required
- Providing relevant and challenging extension materials for more able and talented children.
- Being familiar with equal opportunities legislation
- Providing a common curriculum experience that allows for a range of learning styles
- Setting challenging targets that enable all to succeed at appropriate levels
- Encouraging all to participate fully, regardless of disabilities or medical needs, giving due regard to the restrictions imposed by such needs

## 6. INCIDENTS OF DISCRIMINATION OR HARASSMENT

### 6.1 Procedures

Any such incidents must be reported to the Head or the Deputy Head who will investigate the incident. Any such incident will be recorded.

Parents/Guardians of any pupils involved in the incident will be informed.

## 7. EYFS EQUAL OPPORTUNITIES

The Early Years Foundation Stage states that "children should be treated fairly regardless of race, religion or abilities". In order to meet the individual needs of all children we:

- Use the EYFS framework as a starting point for planning our curriculum as well as meet the needs of individuals by:
- Setting suitable learning challenges.

- Responding to children's diverse needs.
- Responding to different learning styles and intelligences.
- Providing opportunities to develop knowledge of preferred learning styles and approaches to work and tasks.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Using the outdoor learning environment to motivate and challenge all learners.
- Providing curricular opportunities to meet the needs of individuals or groups (including speech and language therapy, physiotherapy and mobility training)
- Ensuring the unique skills and abilities of all pupils are recognised, valued and developed.

## **8. REVIEWING, MONITORING AND EVALUATING INCLUSIVE PRACTICES**

We continually review our practice by asking the following questions:

- Do all the children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we feel are not achieving their best?
- Are our actions effective?
- Are we providing learning opportunities for the full diverse range of our pupils?

## **9. CHALLENGING INAPPROPRIATE ATTITUDES AND PRACTICES**

In order that inappropriate attitudes and practices will be challenged:

- All staff are briefed on the EYFS and whole-school Equal Opportunities Policies.
- Regular discussions are held to update staff on new legislation and items relating to equal opportunities.
- Staff Meeting time is used to discuss the avoidance of stereotypes and ensure staff have regard to minimise issues relating to gender, racial diversity and SEN.
- Observations of the Staff as part of the appraisal schedule in EYFS and school allows the Head to challenge any behaviour seen to promote inequality or discrimination.

## **10. ENCOURAGING CHILDREN TO VALUE AND RESPECT OTHERS**

We will encourage children to value and respect others by:

- Using materials that reflect a range of social and cultural backgrounds without stereotyping.
- Providing a climate in which the contributions of all are valued.
- Encouraging children to appreciate and value the differences they see in others.