



Dereham Church Infant and Nursery School

John 13:34 "As I have loved you, so you must love one another."



Equal Opportunities Policy for Dereham Church Infant and Nursery School

Statement of Intent

As a matter of Christian principle and in accordance with its foundation, the Governing Body of Dereham Church Infant and Nursery School are committed to equality of opportunity for all, both in appointment, training and promotion of staff, and in all dealings with pupils and parents/carers of the school. This includes all the employment of staff in school. The Governing Body will at all times operate within the requirement of anti-discrimination legislation and will promote positively equality of opportunity in its staffing decisions.

School Mission Statement - Develop Challenge Inspire Nurture Succeed

Aims;

- ✓ To ensure high quality teaching and learning
- ✓ To encourage confidence, self-discipline and respect for others
- ✓ To promote good communication within the school, with parents/carers, outside agencies and the local community
- ✓ To provide a happy, safe and stimulating environment
- ✓ To foster children's awareness, sense of wonder and appreciation for the richness of life in a way that fully encompasses the school's ethos as a Church School.

These aims will ensure that the school takes account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. As a school, we feel that meeting the diverse needs of pupils will prepare them for life and inclusion as part of a multi-ethnic society.

Responsibilities

- ✓ The Governing Body and Headteacher will ensure that the school meets the requirements for all relevant legislation.
- ✓ The Governing Body and the Headteacher will ensure that the policy and its related procedures and strategies are fully implemented.
- ✓ The Headteacher will ensure that staff are aware of their responsibilities with relation to the policy and will co-ordinate work in equal opportunities.

Monitoring and Review

This policy will be regularly monitored to ensure that it is fully implemented and any future legal/Local Authority requirements are met. The effectiveness of the policy will be fully evaluated at each review.

Governors evaluate a range of school data to monitor progress of all pupils whatever their ethnicity, religion, attainment, disability, gender or background.



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Race Equality

The Governing Body and Headteacher will ensure that;

- ✓ all pupils and staff are encouraged to reach their full potential
- ✓ differences between people are respected and valued
- ✓ pupils are prepared for life in a diverse society
- ✓ the existence of racism is acknowledged and steps taken to prevent it
- ✓ the school is a place where everyone feels welcomed and valued irrespective of race, ethnic or national origin
- ✓ an inclusive ethos is maintained
- ✓ any unlawful discrimination is tackled and eliminated

Teaching and Learning Curriculum

The curriculum is planned to take account of the ethnicity, backgrounds and needs of all the pupils. Our school belief is that we build on the pupils' starting points and differentiate accordingly.

The curriculum reflects and values diversity. It encourages pupils to explore and challenge bias, prejudice and stereotyping.

The school provides an environment that allows all pupils including those with SEND to fully access all areas of learning.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which all pupils feel that their contributions are valued. All pupils have access to the National Curriculum and steps are taken to ensure that all groups/individuals are fully included. Pupil grouping in the classroom is planned and varied to meet the needs of all children. All pupils have planned opportunities to be taught as a targeted group by a teacher or Teaching Assistant.

Special Educational Needs

Please read this section in conjunction with the SEN Policy.

The school advocates working in partnership with parents/carers to ensure that any child with special educational needs is identified as early as possible.

Assessment, Pupil Achievement and Progress

This section should be read in conjunction with the Assessment Policy.

All pupils have the opportunity to achieve their highest standards in their learning but the school also places great importance on developing social skills, well-being and self-esteem. Assessments are free of gender, cultural and social bias. The monitoring and analysing of pupil performance by gender, EAL and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this if it occurs.



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Staff have very high expectations of all pupils and they continually challenge them to extend their learning and attain higher standards. The school recognises all forms of achievement. Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. All pupils have every opportunity to demonstrate what they know, understand and can do. Assessment is used to measure attainment and progress and to inform future planning.

Behaviour, Discipline and Exclusions

This section should be read in conjunction with the Anti Bullying Policy and the Behaviour Management Policy.

The school expects a high standard of behaviour from all of its pupils. The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. The Behaviour Management Policy is applied consistently throughout the school by teachers, support staff and midday supervisory staff.

Pupils, staff and parents/carers are aware of the procedures for dealing with harassment. They know that any language or behaviour which is racist, homophobic or potentially damaging to any minority group is always unacceptable.

Absences are monitored so that poor patterns of attendance are identified and appropriate steps taken [please refer to the Attendance Policy]. Exclusions are monitored and an excluded child will always have support in place before their return. Outside agencies [ie; Specialist Resource Base] can be involved in supporting children on their return to school.