



Equality Policy

Equality of opportunity at Spring Meadow Infant and Nursery School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and community members.

It is based on the following core values as expressed in our school's aims:

“We aim to create a learning environment which is secure and stimulating, to enable all pupils to reach their full potential.”

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a pluralist society. This school will take steps to:

- promote equality of opportunity
- promote racial equality and good race relations
- oppose all forms of prejudice and discrimination.

The school's commitment to race equality

At Spring Meadow we will:

- ensure that all pupils and staff are encouraged and able to achieve their potential
- respect and value differences between people
- prepare pupils for life in a diverse society
- make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued
- promote good relations between different racial and cultural groups within the school and within the wider community
- ensure that an inclusive ethos is established and maintained
- acknowledge the existence of racism and take steps to prevent it
- oppose all forms of racism, racial prejudice and racial harassment
- be proactive in tackling and eliminating unlawful discrimination.

Leadership and Management

The Governing Body and school management set a clear ethos, which reflects the school's commitment to equality for all members of the school community.

The school promotes positive approaches to valuing and respecting diversity.

The staff contribute to the development and review of policy documents. The school ensures the involvement of Governors and take appropriate steps to enable the contribution of parents.

Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

Additional grants and resources (such as those provided for minority ethnic and Traveller pupils) are appropriately targeted and monitored. There is a named member of staff and Governor who have responsibility for equality in the school.

Staffing

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LEA guidelines.

Steps are taken to ensure that everyone associated with the school is informed of the content of this policy. It is part of the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Curriculum

All pupils have access to the mainstream curriculum.

Curriculum planning take account of the ethnicity, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented

- pupils with special educational needs
- pupils who are looked after by the local authority
- pupils who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued. Where groups or individuals are marginalized, the teacher takes positive steps to include them.

Teaching is responsive to pupils' different learning styles and takes account of their experiences and starting points, in order to engage all pupils.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Assessment, Pupil Achievement and Progress

All pupils achieve the highest standards. Pupil performance is monitored by formal and informal procedures. It is analysed by ethnicity and gender. Social background should also be considered as part of the analysis.

Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support.

The school ensures, where possible, that assessment is free of gender, cultural and social bias. Staff use a range of methods and strategies to assess pupils progress. Baseline assessment is used appropriately for all pupils.

Staff have very high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values 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.

School ethos

The school opposes all forms of racism, prejudice and discrimination. The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

All staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.

Clear procedures are in place to ensure that all forms of bullying and harassment, including racism, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant LEA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Staff are encouraged to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

Behaviour, Discipline and Exclusion

The school expects high standards of behaviour from all pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline.

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

Admissions and Attendance

Steps are taken to ensure the school's admission process is fair and equitable to all pupils.

Information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.

Provision is made for leave of absence for religious observance which includes staff as well as pupils.

Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to address any disparities between different groups of pupils.

Partnership with Parents and the Community

All parents/carers are encouraged to participate at all levels in the full life of the school.

Information and meetings for parents are made accessible for all. The school takes steps to encourage the involvement and participation of under represented groups of parents.

Responsibilities

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation.

The Governing Body and Headteacher will ensure that the policy and related procedures and strategies are implemented.

The Headteacher will ensure that all staff are aware of their responsibilities under the policy.

The member of staff with designated responsibility for co-ordinating work on equality, including race equality, will liaise with the member of the Governing Body who has responsibility for equality issues.

Monitoring and Review

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

The member of staff responsible for equality will evaluate the effectiveness of the policy initially after one year and thereafter biannually.