

Bromley Heath Infant School Equal Opportunities Policy

Author/Person Responsible	Abigail Perry-Hodge
Date of Ratification	March 2024
Review Group	Curriculum Committee
Ratification Group	As above
Review Frequency	Every 2 years
Review Date	March 2026
Previous Review Amendments/Notes	<i>Feb 2014</i> <i>Feb 2016</i> <i>Feb 2018</i> <i>Feb 2020</i> <i>Feb 2022</i>
Related Policies	All other policies, including SEND Equality, Diversity and Community Cohesion Anti-bullying Policy Positive Behaviour Policy
Chair of Curriculum Committee Signature Signed _____	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Equal Opportunities	Date	March 2024
EIA CARRIED OUT BY:	A Perry-Hodge	EIA APPROVED BY:	Curriculum Committee

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		X
Gender Reassignment (transsexual)		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		X

Any adverse impacts are explored in a Full Impact Assessment

Equal Opportunities Policy

1 What sort of school are we?

This school provides an education for all, acknowledging that the society within which we live is enriched by ethnic diversity, culture, and fairness for all its citizens. Our school is accessible to physically disabled children and parents/carers.

2 Aims of the Equal Opportunities Policy

Equality of opportunity 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 children, staff, governors, parents/carers and community members.

Our 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 value cultural diversity, meet the diverse needs of children to ensure inclusion and ensure that all children are prepared for full participation in a multi-ethnic society.

3 The school's commitment to Race Equality

This school provides an education for all acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens. The National Curriculum encourages schools to: 'Prepare all children for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds.'

This school strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Children should be provided with the opportunity to experience, understand and celebrate diversity.

We recognise:

- The inclusive nature of the National Curriculum and opportunities PSHE presents for encouraging 'respect for diversity.'
- The importance of celebrating festivals from diverse faiths.
- Those minority ethnic groups include gypsy travellers, refugees and asylum seekers and less visible minority groups.
- The important contribution immigrants and their descendants have made to Britain.
- The importance of global citizenship.
- The importance of strong home / school and wider community links.
- Our duty under the Race Relations (Amendment Act 2000) to promote race equality actively.
- The recommendations of the enquiry into the death of Stephen Lawrence ('that Local Authorities and school governors have the duty to create and implement strategies in school to prevent and address racism' Recommendation 68)

The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people.'

A racist incident is 'any incident which is perceived to be racist by the victim or any other person.'

Bromley Heath Infant School will not tolerate racial harassment of any kind. We are committed to combating racial discrimination.

Actions to ensure race equality:

- We shall adhere to South Gloucestershire LA's guidance on dealing with and reporting racial incidents.
- All class teachers/TAs will be trained in the care and support of children who have experienced racial abuse.
- The school will endeavour to ensure that the governing body and staff team reflects the local community it serves.
- The school will monitor children by ethnic group.

4 Leadership and management

All the school policies reflect a commitment to equal opportunities including race equality. 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 and proactive approaches to valuing and respecting diversity. The school management will work in partnership with others to promote equality of opportunity, opposes all forms of oppressive behaviour, prejudice and discrimination. All staff contribute to the development and review of policy documents; the school ensures the involvement of governors and takes steps to enable the contribution of parents/carers.

The evaluation of policies are used to identify specific actions to address equality issues. Teaching and curriculum development are monitored to ensure high expectations of all children and appropriate breadth of content in relation to the school and the wider community. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for children of all backgrounds.

5 Staffing – Recruitment and professional development

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

Steps are taken to encourage people from under-represented groups to apply for positions at all levels in the school. Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy, including new staff members made familiar with it as part of their induction programme.

The skills of all staff, including support and part time staff are recognised and valued. All members of 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.

6 Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all children. The curriculum builds on children's starting points and is differentiated

Appropriately to ensure the inclusion of:

- Boys and girls
- Children learning English as an additional language.
- Children from minority ethnic groups.
- Children who are more able.
- Children with special educational needs.
- Children who are looked after by the local authority.
- Children who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for children 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 children.

The content of the curriculum reflects and values diversity. It encourages children to explore bias and challenge prejudice and stereo types. Extra curricular activities and special events cater for the interests and capabilities of all children and take account of parental concerns related to religion and culture.

7 Learning and Teaching

Teachers ensure that the classroom is an inclusive environment in which children feel all their contributions are valued. All children have access to the mainstream curriculum. Teaching is responsive to children's different learning styles and takes account of children's cultural backgrounds and linguistic needs; teachers take positive steps to include all groups or individuals. Child grouping within classes is planned and varied and kept under continual review.

8 Assessment, Pupil Achievement and Progress

All children have the opportunity to achieve their highest standards. The school ensures that assessment is free from gender, cultural and social bias and that assessment methods are valid. The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of children where there are patterns of underachievement. This school ensures that action is taken to counter this.

Staff have very high expectations of all children and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

All children have opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform the next steps and future learning. Staff use a range of methods and strategies to assess children's progress.

9 School Ethos

This school opposes all forms of racism, harassment, 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 and is woven through the curriculum.

Staff foster a positive atmosphere of mutual respect and trust among children from all ethnic groups. The school caters for the dietary and dress requirements for different religious groups and enables children and staff to celebrate festivals and other events relevant to their particular faith and actively encourages children to understand these.

Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant school policies. Children, staff and parent/carers are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable. Staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

10 Behaviour, Discipline and Exclusions

The school expects high standards of behaviour from all children. Exclusions are monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of children. The school's procedures for managing behaviour are fair and applied equally to all. All staff operate consistent systems of rewards and sanctions (following the Positive Behaviour Policy).

Children, staff and parent/carers are aware of 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.

11 Personal Development and Pastoral Care

Pastoral support takes account of religious and ethnic differences, and the experiences and needs of refugee and asylum seeker children.

The school provides appropriate support for children learning English as a second language and encourages them to use their home and community languages.

Appropriate support is given to victims of harassment and intolerable behaviour, using the support of external agencies where appropriate. The perpetrators are dealt with in accordance with school policies and provided with relevant support to consider and modify their behaviour.

12 Admissions and Attendance

Comprehensive information about children's ethnicity, first language, religion, physical needs, diet etc is included in all admission forms.

Both 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 children. Attendance is monitored by gender, ethnicity, special educational needs, and background and action is taken in order to reduce any disparities between different religious groups of children.

13 Partnership between Parents/Carers and the Community

Progress reports to parents are accessible and appropriate in order to ensure all parents/carers have the opportunity to participate in the dialogue and all parents/carers are encouraged to participate at all levels in the full life of our school. Information material for parents/carers will be made available, on request, in user-friendly language and is available in formats other than English as appropriate. Meetings for parents/carers are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

The school works in partnership with parents/carers and the community to develop positive attitudes to diversity and to address specific incidents including, the involvement and participation of under represented groups of parents/carers and sections of the community. The school's premises and facilities are equally available and accessible for use by all groups within the community, at the discretion of the Governing Body.

14 Responsibilities

The Governing Body and Head teacher will ensure that the school complies with all relevant equalities legislation. The Governing Body and Head teacher will ensure that the policy and related procedures and strategies are implemented.

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

The Deputy Head teacher will be responsible for co-ordinating work in equal opportunities.

15 Monitoring and Review

This policy will be monitored and reviewed every 2 years to ensure that it does not disadvantage particular sections of the community.

This policy should be read in conjunction with all other school policies. If you require further details of this policy then please refer to the Head teacher or Deputy Head teacher.

Authorised by: Chair of Governing Body

February 2010

Review Date: February 2012 √

Review date	FEB 2014	Signed	√
Review date	FEB 2016	Signed	√
Review date	FEB 18	Signed	√
Review date	FEB 20	Signed	√
Review date	FEB 22	Signed	√
Review date	FEB 2024	Signed	
Review date	FEB	Signed	