



Monksdown Primary School

Equal Opportunities and Diversity Policy

This policy should be read in conjunction with school's Racist Bullying Policy, Race Equality Policy and SEND Policy.

Introduction

Although Liverpool is a multi-faith and multi-cultural society, and Monksdown Primary and Nursery School consists of predominantly white Christian families, we endeavour to promote the diversity of our city. We believe that everyone in our school is of equal value and should have equal opportunities in the school and the community and in life.

Many people in our society are discriminated against and treated with less respect because of their race, religion or language; because of their gender or sexuality; because of their class or because of a disability. Our school hopes to eliminate these forms of prejudice and inequality.

Equal Opportunities is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this statement is to help everyone involved in making Monksdown Primary and Nursery School an Equal Opportunities and Inclusive School.

The Equality Act 2010 disallows any form of discrimination regarding:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual Orientation

Each of these characteristics are protected in the new Act. Our school abides by this act, ensuring no stakeholders are discriminated against. The ethos of our school, the education we provide and the resources used aim to promote acceptance, understanding and respect of the diverse nature of the world in which the children live.

This policy aims to:

- Offer equal opportunities regardless of race, culture, gender, academic ability, sexual preferences, physical ability or class.

- Provide an environment free from social, sexual or cultural prejudice for all members of our school community.
- Ensure that everyone at the school (staff, pupils, parents, governors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.
- Achieve an environment in which members of the school community can be respected as individuals and in which the varied experiences of the community can enrich the life of the school.

The Whole School

Principles:

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum. All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, ethnicity, disability, gender and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Race Relations Act, Sex Discrimination Act and Disability Discrimination Act to eliminate discrimination and to promote good race relations.

Actions:

Statements of equality dimensions and opportunity will be printed in all relevant school documentation e.g. school prospectus, mission statement, policies and in the staff handbook.

All governors, staff and pupils will receive training in relevant aspects of equal opportunities to ensure their ability to actively support this policy.

On acceptance to the school all parents will receive information detailing the school's Behaviour Code. This information will be available in languages other than English as appropriate to the school community.

The school will make all reasonable effort to ensure that meetings are accessible and convenient for all and take into account particular needs and requirements, e.g. physical access, child care and interpreter support.

Statement of Inclusion

The school recognises its need to celebrate the diversity that exists within its community and to ensure that all have the opportunity to respond to the expectations and challenges of the curriculum.

What follows are the different areas in which the school will pay particular attention to ensuring that there is Equal Opportunity for all.

Equal Opportunities - Multi-Cultural:

It is our school policy:

- To incorporate a balanced view of the world through a multi-cultural approach.
- To recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives.

- To evaluate our practice to ensure that it is not at the expense of indigenous cultures.

Equal Opportunities - Gender

It is our school policy:

- To seek to promote non-sexist attitudes in both children and staff.
- To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations.
- To work towards the eradication of gender stereotyping.

In order to ensure equal opportunities for all, we will ask ourselves the following types of questions when evaluating our practice.

- 1) Are all children able to try out new roles in play and learning activities?
- 2) Are all classroom tasks shared equally between girls and boys?
- 3) Do all children get an equal chance to use equipment and resources?
- 4) Do all our displays and teaching aids present a non-sexist attitude?
- 5) Are our responses to bad behaviour the same to both boys and girls?
- 6) Are men and women from other cultures presented to children in a non stereotypical way?
- 7) Do all children have equal access to playground space and other play facilities?

Equal Opportunities - Race:

It is our school policy:

- 1) To ensure no child or adult should be treated in any way differently, or in a derogatory manner, because of their race.
- 2) To challenge racism in the context of a caring school community.

In order to fulfil the above, the following types of behaviour will not be tolerated:

- 1) Provocative behaviour, i.e. wearing of any racist badges or insignia.
- 2) The use of verbal abuse or name calling of a racist nature.
- 3) The encouragement of other to behave in a racist manner.
- 4) The ridiculing of an individual for cultural differences.
- 5) The telling of racist jokes or stories.
- 6) The exclusion of others because of their culture, ethnicity or race.
- 7) The use of intimidation or attempts to devalue another's view or opinion, or undermine another's self esteem.

Equal Opportunities - Ability:

It is our school policy:

- To recognise good effort and attitudes regardless of academic achievement.
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
- To value all efforts and achievements of children in all areas of the curriculum.

Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

Equal Opportunities - Class:

It is our school policy:

- That children should not be treated in any way differently because of an assumed social class.
- That assumptions will not be made as regards class difference.

Equal Opportunities - Physical Disability:

It is our school policy that:

- Children should not be treated in any way differently to others due to their individual physical disabilities and needs.
- A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.

Code of Practice

- **Governors and Staff**

1. Staff will treat each other and all pupils with respect.
2. Staff will examine the ideas and images in books and other resources and will challenge negative images and give all pupils positive images.
3. Policies on displays, notices, meals, uniform, etc in the school will reflect diversity.
4. Attendance at in-service training courses on equal opportunities will be encouraged. Staff will make every effort to understand the origins and the nature of racism and sexism and to recognise their own prejudice where it exists.
5. Positive links will be developed with the homes of pupils and communities from which our pupils come.
6. Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of us all. The school will support victims of such incidents.
7. If any member of staff, or the governing body, feels that they have been discriminated against or bullied they should report the matter immediately and their complaints will be investigated.
8. Appointment and promotion of staff will be made and monitored in accordance with the school's Equal Opportunities policy for staff selection, appointment and promotion. The governing body will monitor the balance at all levels, of gender and ethnicity as well as membership of the governing body.

- **Pupils**

1. All pupils are valued and can expect to have their culture and language treated positively and with respect.
2. Pupils will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism and other forms of prejudice.
3. If pupils feel they have been abused racially or bullied they should report the matter immediately to a person they trust. All pupils can expect to be listened to and have their complaints investigated by the Headteacher, who will follow LA Guidelines.

4. Pupils who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the school. Anyone who has committed such offenses will be dealt with appropriately.
5. All pupils should treat each other and staff with respect.

- **Parents/Carers and Visitors**

1. Parents/carers are very important to the school and in particular they have to contribute to our equal opportunities policies; their views are welcome and valued at all times. We ask that parents/carers fully support the school Equal Opportunities and Diversity policy.
2. The school will discuss with parents/carers any incidents of racist or sexist abuse or bullying in which their sons or daughters have been involved.
3. If parents are aware of any incidents of racism, sexism or bullying then they should contact an appropriate member of staff.

Monitoring and Review of the policy:

It is the responsibility of the Governors, Headteacher and all staff to ensure that this policy is implemented and adhered to. The Governors, Headteacher and Senior Leadership Team will monitor the effectiveness of this policy by:

- Monitoring the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- Scrutinizing books, evidence files and teacher's planning to ensure a broad and balanced curriculum is being delivered and work is planned to match individual needs
- Auditing school resources to ensure all comply with our Equal Opportunities Policy statements
- Observing classroom practice through watching lessons, monitoring the learning environment (learning walls and classroom displays) and learning walks.
- Monitoring the staff appointment and career development process to ensure no one is discriminated against
- Regular monitoring of pupils' behaviour and the school's behavior policy, making sure that minority groups are not unfairly treated.
- Analysing pupil and parent questionnaires and addressing any such issues associated with Equal Opportunities
- Interviewing pupils and listening to their views

Evaluation (Monitoring and Assessment)

1. Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders ensuring that staff, governors, pupils and parents understand and meet their responsibilities.
2. The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole school community. The statement will be reviewed annually.