KINGS MEADOW PRIMARY SCHOOL

Equality & Diversity Policy

Introduction

The need to ensure equality of opportunity is at the core of our ethos and all of our policies and procedures. Equal opportunity, in relation to our school's provision, is the right of each individual to make the maximum progress in, and derive the greatest possible benefit from their educational experiences, regardless of gender, ethnic origin, social and cultural background, religion, disability or sexuality.

Aims and objectives

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, sexuality, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act (amended 2003), the Equal Opportunities Act (2010), the Equality Act (2010) and covers both direct and indirect discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our school.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all.

We are aware that prejudice and stereotyping can be caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Anti-racism

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for all members of society regardless of their race.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

Delivery

This has to be ensured through all aspects of the curriculum. It embraces not only the content of what is taught and learnt, but also the teaching methods used and the assessment technique employed. How achievements are recognised and valued, as well as the way in which counselling and guidance are provided, is central to the implementation strategy. The way in which contact and communication is made, and maintained, with the children's families and others in the community is important for the continued success of our approach.

Discrimination

It is imperative that in every thing we do discrimination, either direct or indirect, is avoided. In this respect it is indirect discrimination which is the harder to guard against. A particular treatment may appear to be equal, but it could possibly result in unequal outcomes or have a disproportionate effect on members of a particular group.

Individual Differences

The concept of equal opportunity is fundamental to the continuing good practice in our school. However, it is important that we do not make the mistake of regarding it as self evident, and therefore taking it for granted that, by providing the same curricular experiences for everyone, equality of opportunity is being addressed. Children have individual needs and potentials. They engage with the curriculum in the light of their many previous experiences which will inevitably shaped their learning styles and strategies. We are fully inclusive and will sometimes modify our approaches depending on individual needs.

Sick Children

If a child cannot attend school due to illness or injury, we make every effort to ensure that there is close liaison between teachers and the LA/hospital and Complimentary Services so that programmes of work are available to pupils, social contacts are maintained and the school is able to assist successful reintegration

The Role of Governors

The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion, race or ability. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion or sexuality affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions or preferences.

Conclusion

Equality of opportunity, in relation to educational and other provision at this school, is not about providing the same experiences for all, but diverse experiences that can deliver the same knowledge skills and understanding, with regards to the needs and potentials of the children. It follows that our policy is predicated on the need for equality of opportunity to be firmly located in all aspects of the planning and delivery of the curriculum, as well as in the monitoring of its outcomes.

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