



## Telford Infant School

### LOVING LEARNING

**Every child to be an inquisitive, resilient and successful learner who is eager for their next challenge.**

### Equal Opportunities and Inclusion Policy

<b>Manager:</b>	Headteacher Vice Chair of Governors
<b>Date of latest update:</b>	September 2023
<b>Date of next review:</b>	September 2025

*This Policy is available for Staff and Governors on One drive.  
It is also available for parents on the school website and on request from the school office.*

#### Introduction

This policy statement outlines the commitment of the staff and Governors of Telford Infant School to ensure that equality of opportunity is available to all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents
- Governors
- Visitors to the school
- Students on placement.

Equal opportunities should permeate all aspects of school life and is the responsibility of every member of the school community.

The implementation of the policy is the responsibility of all individuals within the school community. It is everyone's responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Age
- Disability

Gender Reassignment  
Pregnancy and maternity  
Race  
Religion or belief  
Sex  
Sexual orientation

In the context of the school we feel the most appropriate definition is that:  
Equal opportunity is the right of everyone to equal chances with each individual is respected for who they are.

### **Community Cohesion**

Community Cohesion - working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community.

### **Ethos and Atmosphere**

- At our school we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- There should be an 'openness' of atmosphere which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around school are of high quality and reflect diversity across all aspects of equality of opportunity.
- Physical access to and around the school meets the needs of disabled pupils, staff and visitors.

### **Learning Environment**

- There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- All adults in the school are expected to provide positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs, including the more able, by carefully assessed and administered programmes of learning.
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

### **The taught curriculum**

- At our school we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with EYFS and the National Curriculum.
- Our planning takes account of the differing needs of pupils and their progression.

### **Resources and Materials**

The provision of good quality resources and materials within our school is a high priority. These resources should:

reflect "the reality of an ethnically, culturally and sexually diverse society"

reflect a variety of viewpoints

show positive images of males and females in society including people with disabilities

reflect non-stereotypical images of all groups in a global context

include materials to raise awareness of equal opportunity issues

be equally accessible to all members of school community consistent with health and safety

not include explicitly and implicitly racist, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality.

### **Language**

We recognise that it is important at our school that all members of the school community use appropriate language which:

does not transmit or confirm stereotypes

does not offend

creates and enhances positive images of particular groups identified at the beginning of this document

creates the conditions for all people to develop their self esteem

uses correct terminology in referring to particular groups or individuals

### **Organisation of Learning**

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

We are conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures. We do this by inviting representatives from other communities/religions or ethnic backgrounds not largely represented within the current school community.

### **Extra-curricular Provision**

It is the policy of this school to provide equal access to all activities for all pupils.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity. We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

### **Provision for Bilingual pupils**

We undertake to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- Traveller children
- Those from refugee families
- Pupils whose home language is not English
- Pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.

### **Legislation**

We are bound by the legal requirements of the following legislation:

- Human Rights Act 1998
- The Equality Act 2010

and in particular the equality duty of:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advancing equality of opportunity between people who share a protected characteristic and those who do not.
- Fostering good relations between people who share a protected characteristic and those who do not.

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff wherever possible.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

### **Harassment and Bullying**

It is the duty of this school to challenge all types of discriminatory behaviour eg

- unwanted attentions (verbal or physical)
- unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender)

The school has a clear, agreed procedure for dealing with incidents such as these.

### **Prevent Duty**

Protecting children from the risk of radicalisation is part of the schools' wider safeguarding duties. Through the Prevent agenda and equal opportunities adults aim to build pupils' resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views. Schools provide a safe place to debate controversial issues so schools should help children develop knowledge and skills to be able to challenge extremist arguments. This is commensurate with the duty to promote pupils' welfare and prevent radicalisation and extremism. The school follows the government statutory guidelines on the Prevent duty.

### **Parents and the Wider Community**

We aim to work in partnership with parents to help all pupils to achieve their potential

We wish to affirm our continuing commitment to reach out to other diverse groups within our immediate community and beyond.

### **Monitoring and Review**

The Headteacher is responsible for co-ordinating the monitoring and evaluation of this policy by:

- Leading discussions in designated staff meetings which will include support staff, to discuss issues of equal opportunities within the school community.
- Working closely with the Vice Chair of Governors who has responsibility for this area
- Working with the Governor with responsibility for attendance
- Monitoring any prejudice related incidents
- Monitoring progress and attainment for all pupils