



## MANOR INFANT SCHOOL & NURSERY

<b>Approval By:</b> School
<b>Review Frequency:</b> 3 years
<b>Next Review Due:</b> May 2021
<b>Last Reviewed:</b> May 2018
<b>CHAIR OF GOVERNORS &amp; HEADTEACHER TO COMPLETE</b>
<i>To Gale</i>
<b>Review Approved (signature):</b>
<b>Date Approved:</b> May 2018

### EQUALITY POLICY

*'Valued as Individuals, Inspired as Learners'*

Manor Infant School and nursery recognises that it is part of a diverse community and strives to meet the needs of all its children, regardless of ability, culture, gender, race, socio-economic background or disability. We aim to achieve an inclusive environment and equality of opportunity for all children and staff thus providing our children with a broad and balanced view of their society, equipped with an awareness of an increasingly diverse society. As such, pupils will develop their own attitudes to the diverse and multi-ethnic nature of our society.

All children are entitled to a broad and balanced curriculum. They are entitled to be treated equally in terms of expectations for their opportunities and achievements, irrespective of race, gender and ethnic group.

#### **We aim to:-**

- Enable all children and staff to feel comfortable and valued within the school at all times, but particularly at times special to them;
- Foster a working atmosphere in which all pupils and staff are given an opportunity to develop their own self-esteem and respect for others.
- Encourage children and staff to co-operate with each other in order to produce a caring and supportive environment.
- Ensure that equal opportunities permeate all areas of the curriculum;
- Match the curriculum to the needs of the individual child and to reflect the child's lifestyle in a positive manner, acknowledging the bias which exists in our society through this process.
- Ensure appropriate access to the school site, curriculum and educational visits.
- Promote an interest in and share the languages and culture of others and see this as an enriching experience;

- Demonstrate the above in our school development and curriculum plans.

We believe that any abuse which fosters inequality is harmful to the perpetrator as well as the victim. Therefore, we are committed to encouraging all members of the school community to understand that there is no place for prejudice, discrimination or harassment of any kind and that such behaviour will be dealt with seriously.

We will address underlying attitudes and misconceptions which may inhibit any child from achieving his/her full potential. In this way we shall help children realise why such attitudes are harmful and unacceptable.

The need to provide resources which reflect the diversity in our society is essential to present an open-minded and accurate view of the world.

Links with other agencies will be used to supplement our own resources.

Regular evaluation in the classroom of current resources and future purchases will introduce children to the concepts of representation, as well as the need to challenge assumptions.

Manor Infant School's statement of equal opportunity highlights and supports Portsmouth City Council policies on equal opportunities, inclusion, intercultural education and guidelines for combating racial harassment. The school will follow guidance by the Disability Rights Commission, using their Code of Practice and by the Commission for Racial Equality, following their Code of Practice.

Our intention is:

### **Statements of Principle:**

1. Discrimination on the basis of colour, culture, origin, sex, or ability, is unacceptable in school.
2. Every child and adult in this school will further this objective by personally contributing towards a caring environment and by showing respect for and appreciation of each other as individuals.
3. The primary objective of this school will therefore be to educate, develop and prepare all pupils regardless of sex, culture, colour origin or ability
4. An Equal Opportunities Policy will be practised by all staff
5. This school is committed to emphasising the common elements and values of our multiple culture rather than highlighting conflicting areas.

### **Practice**

#### **1. The Curriculum**

All pupils have access to a broad and balanced curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive to the needs of pupils.

## 2. Admissions to Schools

The school has its own Admissions Policy which is reviewed annually in line with LA policy and legislation. The Admissions Policy does not allow sex, race, colour or disability to be used as criteria for non- admission.

## 3. Registration

Pupils' names should be accurately recorded and correctly pronounced. Staff of pupils must accept and respect names from other cultures.

## 4. Language

The school views language diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. The language and dialects of pupils and staff is valued within the school.

## 5. Resources

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origin.

Subject leaders, in resourcing their areas, must ensure that their resources are multi-cultural and non-sexist. It is important that resources contain positive images of all groups.

A range and variety of images and views should be evident in the information, stories and morals offered to pupils. Pupils must also have access to accurate information about the similarities and differences between different groups.

## Discrimination

All forms of discrimination within this school are treated seriously. A note is kept of all incidents and the unacceptability of such behaviour is always made clear to offending individuals.

Pupils: Incidents must be reported to the Headteacher who will inform the parents.

Parents: They are made aware of the school's commitment to equal opportunities.

Staff: Staff are expected to keep to the school's established Equal Opportunities Policy. All staff should be aware of possible cultural assumptions and bias within their own attitudes.