



Radley CE Primary School & Foundation Stage Unit

Equality and Social Inclusion Policy

This policy is intrinsically linked with other school policies, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Collective Worship Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Early Years Behaviours for Learning Policy
- IT Policy
- Policy for Learning and Teaching
- Special Educational Needs Policy

STATEMENT

Equality of opportunity is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly reviewing progress and achievement.

AIMS

We shall aim to achieve:-

- an entitlement to equal access and participation in all aspects of school life for every child.
- an awareness of the inequalities of opportunity that exist in society and the determination that these shall not be reflected in school.
- a recognition and valuing of the diversity of cultures, languages, religions, opinions and beliefs in society.
- openly questioning, discussing and countering all forms of stereotyping, prejudice and discrimination, and taking positive action to enable every child to raise their self-esteem, expectations and achievement.

Curriculum

- we ensure that all children experience every area of the curriculum and that appropriate provision is made to meet their individual needs, taking account of cultural and social background, abilities and interests.
- we consider the potential of a broad multicultural dimension in every area of the curriculum and will include it in our schemes or work.
- in our choice of resources we avoid stereotyping and bias and positively reflect to a wide range of peoples, cultures and human achievements.
- we use classroom circle time, book talk, drama, worship and all appropriate opportunities to allow questioning and discussion to counter stereotyping, prejudice and discrimination, and to enhance self-esteem.

- we make every effort to support the rights of the individual in their rights to be safe, to learn, and to be respected, between child and child, staff and children, staff and parents.
- we try to be aware of the 'messages' we may be giving in the language we use (e.g. Headteacher, Lunchtime Supervisor), in the images and displays around the school and in the choice of visitors/speakers invited to the school.
- we monitor playground use so that all children can be catered for and no single group is dominant.

Classroom Organisation and Management

- We make every effort to provide equal access by monitoring the criteria (gender, cultural, social, ability) used for grouping children to promote confidence and provide differentiated work depending on individual needs.
- we are aware of the balance of time and attention we give to all the children so that their needs are met. We remember to make time for the undemanding child.

Parents and the Community

- we try to increase parental involvement by improving communication on a formal and informal basis by offering meetings at a variety of times and make every attempt to avoid educational jargon.
- we actively encourage all parents, regardless of gender and background, to become involved in school activities, in the School Association and in our Governing Body.

Staffing

- we ensure that the school's recruitment selection and promotion procedures are based on good equal opportunities practice, in accordance with the County's Equal Opportunities in Employment Policy.
- we regularly review the professional development of all staff in school.

Assessment and Achievement:

- we maintain consistently high expectations of all groups of children and ensure that there is no discrimination in assessment procedures.
- we provide appropriate support for children during assessment to meet their educational needs.

Monitoring and Review

- we will evaluate our policy regularly and update the areas for action.

Approved:

Signed:

Chair of Governors