

<p>Equal Opportunities Policy (ISI 17)</p> <p>This Policy covers EYFS</p>	
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Reviewed by: Deputy Head
 Applicable to: SLT
 Teaching Staff

Reviewed: October 2019



Feltonfleet's commitment to equal opportunities is encompassed by the overarching statement contained in the Staff Handbook:

Feltonfleet seeks to offer equal opportunities to all its pupils irrespective of their gender, religion, culture, disability, ethnic origin, class or ability.

Everyone in the school is expected to treat each other with respect and as individuals. Racist or sexist remarks, and the promotion or development of stereotype images of other groups, faiths or parties are not tolerated at Feltonfleet.

In addition the policy follows the appropriate legislation, the Equality Act 2010, including the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act 1995 together with their various amendments.

Aims

Feltonfleet aims to:

- provide equal opportunities and discriminate against no-one, staff or pupil on the grounds of gender, religion, culture, disability, ethnic origin, class or ability;
- promote the principles of fairness and justice for all through the education that the school provides;
- ensure that all pupils have equal access to the full range of educational opportunities provided by the school;
- ensure that all recruitment, employment, promotion and training opportunities are fair to all, and everyone has the chance to achieve;
- remove any forms of indirect discrimination;
- promote positive social attitudes and respect for all;
- challenge stereotyping and prejudice where ever it occurs;
- celebrate diversity.

Strategies

- The SLT conducts regular audits to review, monitor and evaluate the effectiveness of inclusive practices that promote inclusivity and celebrate diversity and difference.
- The curriculum is designed to enable all pupils to have access to an equal range of opportunities, within the limitations of the physical layout of the site.
- The Learning Enrichment Department is responsible for ensuring that individual and specific educational needs are met. This includes the on-going monitoring and evaluation of provision in conjunction with parents/carers and the Assistant Head, Teaching and Learning.
- All pupils are encouraged to develop high self-esteem and to strive for personal goals.
- Assemblies, displays and Positive Living lessons encourage an understanding of common goals and mutual interdependence.
- Recognising and valuing differing religious belief systems through assemblies and the teaching of RS, including the importance of relevant religious festivals.
- Planning and schemes of work ensure lessons and discussions encourage pupils to gain knowledge of the wider world.
- Pupils are encouraged to have positive attitudes to diversity, making use of opportunities within the general life of the school to increase awareness, tolerance and celebration of diversity.
- Forging links with the wider community to promote understanding and respect for others.
- Pupils have access to toys and books and other learning resources which encourage positive attitudes and awareness of diversity.
- Staff ensure that all pupils actually access all activities and equipment by positive intervention when necessary.
- All pupils are individually known by all staff and their contributions to school life are equally valued.
- Respecting the cultural and ethnic diversity of pupils, staff and parents, welcoming the enrichment of the community this brings, and fostering positive attitudes to a multi-cultural society.
- Judgements about pupils' potential are not based on stereotypical attitudes such as relating to their gender, ability or cultural origin.
- Improving facilities year-on-year to promote all aspects of equal opportunity.
- Recruitment, employment, promotion and training opportunities are transparently fair and non-discriminatory.
- Through staff behaviour to each other and to the pupils, providing an example that will make children conscious of equal opportunities and respect for all members of the community.
- Inappropriate attitudes and practices that run counter to the schools inclusivity policy are clearly and decisively challenged by the Headmistress.
- Ensuring that any breaches of this policy are brought to the attention of the Headmistress.

Partnership

We feel that this policy will be best achieved by a series of partnerships within school.

- All staff are involved with developing and implementing the policy.
- Both teachers and pupils share responsibility for learning.
- Parents and pupils are made aware of the school's commitment to the policy.
- Parents are encouraged to be involved in decisions relating to the education and pastoral care of their children.
- Parents living apart are usually entitled to relevant information taking into account the best interests of the child.

Ewan Carradine
Deputy Head