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## EQUAL OPPORTUNITIES POLICY (including EYFS)

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(June 2017)

## The School Mission Statement

To live and learn in harmony,  
Caring for each other;  
Treating everybody as a sister and a brother;  
Reflecting Christ's actions and His message too,  
By striving for excellence in all that we do

### **DATE ADOPTED:**

November 2007

### **DATE OF LAST POLICY REVIEW**

June 2017

### **HOW THE POLICY WAS DEVELOPED**

The policy was developed by the Headteacher in consultation with the class teachers, support staff, and the governing body.

### **AIMS**

- Following the Roman Catholic principles of our community and our School Mission Statement at the 'Ursuline Preparatory School Ilford, we are committed to taking positive action to eliminate discrimination on grounds of race, cultural background, ethnicity, religion, disability, ability, sexual orientation and attainment in all areas of our work.
- We aim to provide equality of opportunity for all with respect, tolerance, understanding and fair treatment for all members of our community.
- We aim to be a place where love of neighbour is fostered.
- We aim to develop supportive, caring relationships.

### **EVERY CHILD MATTERS**

We recognise that Every Child Matters and seek to achieve the five outcomes of ECM by enabling pupils to:-

1. Be safe
2. Be healthy
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic well being

### **ANTI-RACIST STATEMENT**

- We welcome the fact that ours is a multi-racial community. We wish to promote understanding of and a commitment to the principles of racial equality and justice, celebrating the diversity of faiths, whilst maintaining the Catholic ethos.

### **IMPLEMENTATION**

- We encourage every member of our community to respect and value the customs and beliefs of every child and their family.

- The different backgrounds of children and adults are a valuable and rich resource, which should be utilised as much as possible.
- We want all children to feel positive about themselves and to take pride in their family history.
- Every member of the school community should feel that their language or dialect is valued.
- Provision will be made: (a) for children for whom English is an additional language so that they may achieve their full potential, (b) for children with special educational needs, and (c) for children with moderate physical disabilities and/or medical conditions.
- We will teach by example positive attitudes towards our multicultural society and ensure that the curriculum reflects this.
- We encourage close home/school liaison, which we believe is beneficial to all concerned.

### **IN THE CLASSROOM**

- Ensure the resources reflect and represent the range of cultures within society. Resources for imaginative play should allow children to explore a range of roles including those of other sex and cultures.
- Where appropriate, encourage collaborative learning e.g. small group work, assemblies, thus extending social relationships across cultural and ethnic groups to ensure that songs, rhymes, music and musical instruments from a wide range of cultures is experienced.
- Monitor books and materials for gender, race class and disability bias.
- Celebrate and explore the diverse cultural, ethnic and linguistic backgrounds of the children and/or staff.
- Ensure all pupils, irrespective of ability, gender, background, orientation, religion or disability, have equal access to the school curriculum. Staff must be aware that their own expectations affect the achievement behaviour and status of each pupil.

### **EMPLOYEES RECRUITMENT**

The school values diversity amongst staff. In all staff appointments the best candidate will be appointed based upon strict professional criteria.

### **TRAINING**

All members of staff are encouraged to take advantage of any appropriate training opportunities which may arise either in school or which may be run by external agencies.

### **RESOURCES**

These must be carefully monitored for bias of any kind. New resources will be bought, within the agreed budget, to supplement the curriculum and for, classroom use. This also includes any training needs for all staff.

## **DEALING WITH DISCRIMINATION**

- Name calling on grounds of race, gender, religion or disability is not acceptable at any time.
- If it occurs, the adult supervising the child must explain clearly why it is unacceptable.
- A careful note will be kept of such incidents.
- If it happens again, the Headteacher and child's parents would be informed and further action taken as appropriate.
- An adult offender would be officially reprimanded.

## **MONITOR AND REVIEW**

- The Headteacher will be responsible to the governing body for promoting, monitoring and maintaining implementation of this policy.
- All staff will share the responsibility for promoting, monitoring and maintaining implementation of this policy throughout the school.
- Our policy's aims and practices should be seen across the curriculum and in every facet of our school life.

**EQUAL OPPORTUNITIES AIDE MEMOIR FOR  
TEACHERS**

	Yes	No	Sometimes
Where appropriate do you create opportunities for extending social relationships across cultural, ethnic and gender groups?			
Do you encourage collaborative learning through small group work by creating purposeful tasks through which children need to work together?			
Do you help your pupils to questions and develop a critical understanding of why they may hold negative views of racial, cultural or other disadvantaged groups?			
Are you aware of the effect such negative views may have on others?			
Do you provide opportunities for pupils who are learning English as a second language to work with fluent English speakers?			
Do your record keeping and assessment procedures show both what a child can do as well as the difficulties they may have?			
Do the resources in your classroom reflect the fact that we are a multi-ethnic community?			
When selecting and making materials, do you take into account the cultural, linguistic and class experiences of pupils?			
Do your materials and resources show equality in active roles as well as passive and domestic ones?			
Do you examine the books and materials that are in your classroom for gender, race class and disability bias?			
Are you aware of the language and dialects spoken by the children in your class?			
Do you feel that your systems for identifying pupils who need help with English as a second language is effective?			
Is our Learning Support being used effectively?			
Do you feel that you support these children satisfactorily?			