

Equal Opportunities and Inclusion Policy

1. Introduction

1.1 This policy is set within the framework of our school aims, which are detailed in the Prospectus. It is designed to ensure:

- The active promotion of positive attitudes towards gender, equality and cultural diversity.
- A School environment in which our differences as individuals are welcomed and viewed as an opportunity to enrich our understanding of other people's lifestyles.

1.2 This policy also includes the Early Years Foundation Stage, and Before and After School Provision. A key statutory requirement of the EYFS (2017) is that providers must promote equality of opportunity for all children in their care, including children with Special Educational Needs and/or Disabilities (SEND).

1.3 The Equal Opportunities and Inclusion policy is about how Grangewood Independent School will meet the individual needs and interests of all children.

2. Aims and Objectives

2.1 The aim of this policy is to ensure that all children, families and staff are treated equally, fairly and inclusively

2.2 The objective of this policy is to ensure that all staff have positive attitudes towards diversity and difference so that every child is included and learns to value diversity in others.

3. Equality and inclusion

We believe that every child is an individual and we are committed to providing equality of opportunity and anti-discriminatory practice for all children, families and staff who come into our school.

3.1 We are committed to working in partnership with parents/carers and other agencies to support all children including those with learning difficulties and disabilities.

3.2 We will challenge inappropriate behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation, disability and age.

3.3 We are committed to:

- providing a secure environment in which all children can thrive and in which contributions are valued;
- providing a range of resources depicting different ethnic groups and people with disabilities;
- improving staff knowledge and understanding of issues around equality and diversity;
- including and valuing the contribution of all families to our understanding of equality and diversity.

- 3.4** To help achieve our objectives of creating a welcoming environment free from discrimination and prejudice, we will:
- ensure that services are equally open and available to all parents/carers and children within the local community;
 - ensure that issues of race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability do not hinder a child from accessing services;
 - treat all children and their parents/carers with equal concern, respect and value;
 - have regard for promoting understanding, respect and awareness of diversity and equal opportunity issues through the planning and implementation of our curriculum;
 - ensure all children are able to celebrate and express their cultural identity by providing a wide range of appropriate resources and activities;
 - ensure that our recruitment policies and procedures are open, fair and non-discriminatory;
 - endeavour to recruit a team of staff which reflects the diversity of the local community;
 - encourage staff to be positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory behaviour;
 - ensure all staff receive necessary training.
- 3.5** We are committed to taking positive and proactive steps to ensure that we provide a safe and caring environment, free from discrimination, for everyone in our community.
- 3.6** We recognise that children are all different and have different interests and ideas.
- 3.7** Many of our children come from different backgrounds with different cultural, religious and socio-economic factors affecting them. Our provision is aimed at supporting all of our children to freely explore each other's ideas and express their own without fear of ridicule or condemnation.
- 3.8** We will ensure that our equality and inclusion procedures counteract and eliminate both direct and indirect discrimination in decision making, employment practices and service provision and to ensure that our services strive to achieve equality of opportunity for all.
- 3.9** We recognise that achieving the objectives of our Equality and inclusion policy relies on the active involvement and support of parents/carers.
- 3.10** We will facilitate opportunities for consultation with parents/carers about the service that the setting provides, as a means of monitoring the effectiveness of our Equality and inclusion policy.

4. Special Education Needs and Disabilities (SEND)

Some children have special educational needs and/or physical disabilities (SEND), which require particular support and assistance. We are committed to taking appropriate action to make sure that all children are able to access our services, feel welcome, and that our activities promote their welfare and development.

- 4.1 We are committed to the inclusion of all children and believe that children with SEND have a right to play, learn and develop to their full potential alongside other children wherever possible.
- 4.2 Children with SEND will be supported and have access to the same facilities, activities and play opportunities as their peers.
- 4.3 Our policies, procedures and practices in relation to children with SEND are consistent with current legislation and guidance. These include the Special Educational Needs and Impairment Act 2001 and the Impairment Discrimination Act 1995.
- 4.4 Our SEND co-ordinator manages the provision for children with SEND and supports other members of staff to become more skilled and experienced in the care of children with SEND.
- 4.5 All members of staff will assist in developing programmes for children with SEND and will also be responsible for helping to:
 - ensure that any actions following SEND reviews are completed;
 - assess each child's specific needs and appropriately adapt the school's practices and activities;
 - ensure that children with SEND are fully considered when activities are being planned and prepared.

5. Monitoring and review

5.1 Curriculum

Monitoring processes carried out within subject departments will include:

- a) reviewing materials for ethnic or gender bias
- b) classroom observation
 - use of language
 - balance of questions
 - bias in display material
 - fair application of rewards/sanctions
 - seating arrangements
 - analysis of exam results
 - close liaison with Teaching Assistant in respect of learning difficulties and pupils with English as an additional language.

5.2 Pastoral

Class teachers are responsible for monitoring the policy through the pastoral system. They will have special regard to Equal Opportunities and Inclusion issues and will ensure incidents of abuse are recorded appropriately. They will keep the effectiveness of the policy under review.

5.3 Governance

Appropriate data relating to ethnicity and gender will be collected, and used to review the school's progress over time, and in comparison with other schools, and to identify areas for improvement and development.

- This will include statistical information about attainment and pupils' experience.
- This policy will be reviewed on an annual basis by the governors in line with the school's safeguarding review.

Signed:

Chair of Governors:

Date:

Next Review Date:

July 2019