



Ysgol Feithrin Fairoak

EQUAL OPPORTUNITIES POLICY

In Fairoak Nursery School we are committed to promoting equal access to all areas of the curriculum for all our children and developing teaching methods appropriate to children's needs.

We seek to develop attitudes and ways of behaving that are appropriate to living in a society which wishes to eliminate sexism.

We recognise that our society is multi-racial and multi-cultural. We seek to develop attitudes and ways of behaving that are appropriate to living in a society which wishes to eliminate racism. The school is committed to promoting equality and fostering respect for people irrespective of sexual orientation, gender, race/ethnicity, faith, disability/impairment, age or language.

We also seek to promote a positive attitude towards disabilities.

The Commission for Racial Equality's definition of what constitutes racial attack and harassment:

"Racial attack and harassment is violence which may be verbal or physical and includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic or national origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

This is likely to constitute violence, threatening and/or intimidating behaviour, including vandalism to property and verbal and physical abuse calculated to interfere with the peace and comfort of individuals and groups because of their race."

T.U.C.'s definition of what constitutes sexual harassment:

"Sexual harassment would involve unwanted verbal or sexual advances, sexually explicit derogatory statements or sexually discriminating remarks made by someone in the workplace which are offensive to the worker involved, which causes the worker to feel threatened, humiliated, patronised or harassed, or which interfere with the worker's job performance, undermine job security or create a threatening or intimidating work environment.

Sexual harassment can take many forms from leering, ridicule, embarrassing remarks or jokes, unwelcome comment about dress or appearance, deliberate abuse, the offensive use of pin-ups, pornographic pictures, repeated and/or unwanted physical contact, demands for sexual favours, or physical assaults on workers."

The Disability Discrimination Act 1995 makes it unlawful to:

“treat disabled pupils less favourably for a reason relating to disability”

and to “fail to take ‘reasonable steps’ to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage compared to their non-disabled peers.”

Equal Opportunities Policy Statement

Curriculum

Statement

Equal opportunities need to be a fundamental part of the pastoral curriculum and be reflected in the respect we show for each other every day. Additionally, opportunities to promote positive images and attitudes to diversity will be maximised in all subjects of the curriculum and areas of learning.

Policy

1. We should respect individual's identities irrespective of their background.
2. Exclusion should be non-discriminatory on the grounds of race, gender or disability.

Action

1. Activities such as assemblies and circle time will be used to reinforce positive attitudes towards each other.
2. The Areas of Learning will be audited and developed to include the promotion of cultural diversity and harmony, a positive approach to disability and to gender issues.

Racism

Statement

In Fairoak the numbers of ethnic minorities' children make up about 37% of the total numbers. All members of the nursery community are valued and respected regardless of their race or cultural background.

Policy

1. Racism and racist behaviour at any level will not be tolerated.
2. Materials and resources used in the nursery and in displays will reflect the multicultural nature of the nursery and society.
3. The nursery will formally and informally, actively celebrate and value the cultural diversity of children and staff.

Action

1. All incidents deemed racist shall be reported to the Headteacher as soon after the incident as possible. Through Inset and Training Days, staff and trainees will be able to develop skills and strategies needed to identify and respond to racism and racist incidents.
2. Governors and other members of staff appointment panels shall be made aware of the school's equal opportunities policy. There is a named Governor for issues relating to cultural diversity.
3. Information regarding cultural activities, religious festivals and other important issues may be obtained from the Headteacher.

Sexism

Statement

We do not tolerate sexism in any form and positively discourage sexual stereotyping.

Policy

1. Acts of sexism or sexual harassment will be challenged and dealt with.
2. Sexual stereotyping will be avoided.
3. Discrimination on the grounds of gender will not be tolerated.
4. The educational progress of boys and girls will be monitored.
5. All pupils will be entitled to a broad and balanced curriculum.
6. Sensitivities regarding boys' and girls' development will be accommodated as children grow up.

Action

1. Staff will provide access to all Areas of Learning for all boys and girls.
2. Staff will avoid discrimination or segregation on the grounds of gender.
3. Girls and boys will be expected to achieve equally well.
4. As children develop, arrangements will be made to sensitively meet physical need.

Learning Support

Statement

The nursery offers a common balanced curriculum to all children. The need for children to be given learning support may arise from emotional and behavioural difficulties.

The nursery is aware of the concern that boys sometimes don't perform as well as girls especially when they are older and the data is analysed in standardised tests nationally. Although this isn't a feature of the nursery, we have taken measures to identify trends in the performance of different groups of children according to race, gender and social background.

Policy

1. All staff develop and use material appropriate for all children.
2. The use of language, by anyone, which implies inadequacies, in-capabilities or disabilities, will not be used.
3. The education of children with additional needs is the responsibility of all staff not just the keyworker for Additional Educational Needs.

Action

1. All parents will be informed of the extra support any child is receiving. They will also be informed regularly of the progress of their child.
2. Concerns regarding the progress of any child must be addressed through liaison with appropriate staff and other agencies.
 1. Mrs Carmel Townsend is the named Governor to oversee AEN provision
 3. Mrs Angela Lewis is the named Governor to oversee Equalities, Disability and Inclusion

Ethos and Environment

Statement

The social and physical environment of the nursery will reflect our policy to show respect for all persons entering it irrespective of race, culture, gender, ability or disability.

Policy

1. We will create a welcoming environment to all within the school.
2. Nursery rules and regulations should be sensitive and respectful towards the different cultures within the environment.
3. All reasonable steps will be taken to allow for disabled access.
4. Graffiti will not be tolerated anywhere in the school.

Action

1. Working closely with children and parents we will ensure that cultural practices are considered and respected.
2. Through assemblies we shall encourage children to respect their environment and our nursery community.
3. All graffiti will be removed immediately. Racist and/or sexist graffiti will be reported to the Headteacher.
4. Displays will reflect the multicultural nature of our curriculum and promote positive images on the basis of race, culture, gender and abilities.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

English as an additional language teaching and learning is not a 'bolt on' item. Just as the concept of additional educational needs is accepted and activities for children with additional needs have become an integral part of our pre-planning so it must be with our E.A.L. children and associated activities. It is obvious that the first thing we do is to:

1. Identify children requiring E.A.L. support
2. We need to assess the needs of the children in detail - for assessment purposes we may use a range of equipment and also seek the help of outside agencies if appropriate.

In these assessments we may look for support from health/ social services, local authority and Additional Educational Needs team (AEN) support. Once identified and assessed, we then need to put into action the programmes of work which will help these children. During this time it is also important to note that we should constantly be valuing the cultural and religious views of these children and others.

It is up to us as professionals to make the critical distinction between E.A.L. and additional educational needs.

The issue of planning is vital. It will need everyone working with the children to work in harmony to produce relevant programmes of work which will benefit the children - a collaborative approach is absolutely necessary.

As a nursery we continuously strive to:

- a. Develop strong links with the homes from which our children derive.
- b. Improve our resources of materials, both developed by staff and purchased.
- c. Develop a programme of INSET (In-service Training) which will help and support colleagues in this work and raise everyone's awareness of the issue.

See also:

Education as another Language policy
Additional Educational Needs policy
Anti - Bullying policy
Behaviour Policy
Teaching and Learning policies and project work
Assessment, Reporting and Recording policy
Collective Worship policy

This policy will be subject to annual review.

This policy was updated in March 2009
This policy was reviewed in September 2010

Reviewed November 2011
Reviewed October 2012 and 2013
Reviewed October 2014
Reviewed September 2015
Reviewed November 2016