

## **Equality Opportunities at Nelson Mandela School**

***An Inclusive school: Putting Your Child at the Heart of Learning.***

*Nelson Mandela School is committed to working in partnership with the community to ensure the best outcomes for all.*

*We strive to remove the barriers which may hinder learning*

*We will provide challenge and high expectations and help our children to reach their goals*

*We strive to open minds and open doors to support everyone on their lifelong journey of learning.*

**At Nelson Mandela we aim to have children who develop into confident and self-motivated learners.**

**We aim to show our children through our school ethos that learning and high expectations can open up the world.**

**We aim for our children to see that life at Nelson Mandela is part of the jigsaw of their lifelong learning.**

**We aim for all our children to learn through values which make them better citizens who set an positive example to those around them.**

We believe that children are able to learn best when:

- ✓ They feel safe, secure and happy;
- ✓ They feel confident;
- ✓ They value themselves and their work;
- ✓ They believe that they can achieve;
- ✓ They are motivated;

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- ✓ Their work is differentiated in a way that ensures they reach their full potential including providing extended time to complete tasks
- ✓ They are in a stimulating learning environment
- ✓ There is a mutual respect between the pupils and teacher
- ✓ They are given a curriculum which is broad, balanced, challenging and personalised.

We believe that children are able to learn best when:

- ✓ Staff feel safe, secure and happy;
- ✓ Staff provide clear guidelines and models for behaviour and work;
- ✓ Staff are valued in the learning process;
- ✓ Staff are confidently able to develop and share good practice
- ✓ Staff have high expectations;
- ✓ Staff employ a wide range of learning techniques and styles
- ✓ Staff use resources which best match the learning intentions including the use of ICT
- ✓ Staff employ a wide range of learning opportunities (visits, projects)
- ✓ There is a mutual respect between the pupils and teacher
- ✓ Staff ensure that they are delivering planned, high quality lessons

We believe that children are able to learn best when:

- ✓ Parents respect that all school adults and the role played in teaching children
- ✓ Parents feel welcome, informed and involved in their child’s education.
- ✓ Governors are involved and support the school’s aims.
- ✓

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes **Equality for All** within our, and the wider, community.

- In accordance with our mission statement and core values, we will respect the equal human rights of all our pupils and educate them about equalities issues;

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- We will also respect the equal rights of our staff and other members of the school community;
- In order to do this, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.
- We will value the diversity of individual talents and creative potential that every employee, pupil and potential employee or pupil brings to our organisation.
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity.
- Extra-curricular activities and special events cater for the interests and capabilities of all pupils.
- Resource and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes.
- The school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards. The school recognises and values all forms of achievement. We will monitor pupil performance and staff will use a variety of methods and strategies to assess pupil progress. We will analyse pupil performance by ethnicity, gender, disability and special needs. Any disparities, which are identified, will be addressed through targeted curriculum planning, teaching and support.

Equality is a core cultural value and is central to the wider issue of social inclusion. It is an element of many curriculum areas, such as humanities and citizenship, and it is a key consideration in employment policy and practice. Although this policy is recommended not statutory, schools are still bound to comply with associated legislation. This includes:

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- The Sex Discrimination Act 1975, which made it illegal to discriminate against a person on the grounds of his or her sex.
- The Race Relations Act 1976, which made it illegal to discriminate against a person on the basis of colour, race, nationality or ethnic or national origins in employment, education, housing and the provision of goods, facilities and services. The amended Race Relations Act 2000 gave public authorities a new statutory duty to promote race equality – see the race equality policy.
- The Disability Discrimination Act 1995, under which disabled people have the right not to be discriminated against in employment or access to goods and services. A person has a disability if he or she has a physical or mental impairment which has substantial long-term adverse effect on his or her ability to carry out normal day-to-day activities. See *What the Disability Discrimination Act Means for Schools* (DfEE circular 20/99).
- The Special Educational Needs and Disability Act 2001. This strengthened the right of children with special educational needs to a place in a mainstream school. The school chosen by the parents must be named in the statement of special educational needs unless it is unsuitable to the child’s age, ability or SEN, or the placement would be incompatible with the efficient education of other pupils in the school, or with the efficient use of resources.
- The Human Rights Act 1998. This contains a clear statement of everyone’s rights under the European Convention on Human Rights. For schools it affects admissions, discipline, special educational needs, recruitment of staff and staff disciplinary procedures. See DfEE guidance *The Human Rights Act and Your School* (0194/2000), and the Home Office Human Rights Unit on [www.homeoffice.gov.uk/ccpd/ccpd.human\\_rights.htm](http://www.homeoffice.gov.uk/ccpd/ccpd.human_rights.htm).

Nelson Mandela School will not discriminate against pupils applying for admission, existing pupils, people applying for jobs or members of staff on the basis of sex, race, colour, nationality, or ethnic or national origins.

At Nelson Mandela School we will work together to address urban or social deprivation as well as sex, race, colour, nationality, ethnic or national origins.

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We will use Pupil Premium money to aid us in this process so that all children equal opportunities to have the best life chances.

**Nelson Mandela is a fully inclusive school and we:**

- make arrangements at the school for the admission of pupils with disabilities
- make steps to prevent those pupils being treated less favourably than other pupils
- have facilities to assist access to the school by pupils with disabilities.

Roles and responsibilities of head, other staff, governors

**Governors and headteachers** will work together to ensure that legislation is complied with, whether or not there is a formal equal opportunities policy.

We will:

- set targets to challenge all children to achieve to their potential
- deploy resources effectively and efficiently to ensure that all children receive appropriate support
- minimise the effect on pupils' learning of social and economic deprivation
- celebrate racial and cultural diversity
- plan the curriculum and its delivery to take into account the age, ability, gender, ethnicity, background and SEN of pupils
- prevent discrimination on the basis of gender or ethnicity
- support families who may find English difficult in ways that they can understand
- to inform parents and carers of issues affecting their children's education
- prevent racial or sexual harassment or bullying
- ensure an inclusive approach to children with disabilities

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- ensure that staff understand what constitutes direct and indirect discrimination
- provide training in equal opportunities and anti-discrimination issues
- review recruitment and selection processes for potential discriminatory practice
- ensure that official guidance on employment issues, including staff disciplinary and dismissal procedures, is followed.

We are all responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- keeping up to date with the law on discrimination; taking up training and learning opportunities.
- dealing with reports of hate-incidents.

Visitors and contractors are responsible for knowing, and following, our Equality Scheme.

Arrangements for monitoring and evaluation

The will report to the Governing Body on any breaches of the policy, and subsequent action taken. The governing body should analyse and evaluate data on pupil achievement, attendance and exclusions to satisfy itself that all children are achieving to their potential. It should also monitor information on staff appointments and complaints.

Date for review September 2016