



RUSKIN JUNIOR SCHOOL

Equal Opportunities Policy: 2017

At Ruskin Junior School we offer every child and adult the opportunity to develop as an individual by promoting:

- A positive attitude towards raising self-esteem through continual recognition of
- Achievement.
- Equal opportunities for all, creating an atmosphere of respect for other races,
- Gender, religions and ways of life within a sensitive and caring environment.
- No applicant, employee, child or parent will receive less favourable treatment on the grounds of race, gender, ethnicity, language, culture, age, class, disability or religion.

Aims and Objectives

- * To help people to respect and celebrate diversity within our community and develop positive attitudes towards others
- * We promote the principles of fairness and justice for all through the education that we provide in our school.
- * We ensure that all pupils have equal access to the full range of educational opportunities provided by the school
- * To engender positive attitudes among our stakeholders to respect the rights of other people and challenge inequalities and prejudice based on ability, gender, ethnicity, language, culture, age, class, disability or religion.
- * To prepare young people for adult life as part of a multicultural country, continent and world.
- * We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- * We challenge stereotyping and prejudice whenever it occurs
- * To ensure all those in our school have opportunities to achieve. If people have high self-esteem and are confident and secure in their own identities they are able to take full advantage of the opportunities offered to the whole school.
- * To promote equality by ensuring that resources are allocated to all groups according to their needs so that all children have full access to the curriculum.

- * We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

Admissions

- * We follow the admissions policy as set out by Swindon Borough Council (the admissions authority).
- * We follow strict procedures to counter inequalities.
- * All requests for admission are dealt with promptly and fairly and out of area requests are sent to Swindon Borough Council.
- * Children are not refused admission to Ruskin Junior School on grounds of ability, gender, ethnicity, language, culture, age, class, disability or religion.
- * The school site provides access and facilities for children with physical disabilities.
- * The procedures are regularly monitored and reviewed by the Head teacher and the Governing Body.

Ethos and Atmosphere

- * The school will promote excellent relationships and mutual respect between all members of the school community.
- * The learning environment will promote self-esteem celebrating the achievements of all children.
- * Our expectations of all children are high and so too is the support given.
- * The Head teacher and SEN Managers are available for parents to discuss any confidential issues regarding a child's disability.

Learning Opportunities

- * Curriculum plans are differentiated to take account of the different needs of pupils and should also respond to their linguistic, religious and cultural heritage.
- * All pupils have equal access to the school's curriculum. The curriculum is balanced, objective and sensitive to children's' needs. It is relevant to both sexes and all levels of ability. Children are encouraged to respect cultural diversity and disability.
- * Classes/lessons/assemblies are organised in a non-discriminatory manner. No distinction will be made between race, gender groups or those with disability.

Resources and Materials

Resources are purchased ensuring that they:

- * Reflect and promote positive images of all groups of people

- * Are free from stereotypes.
- * Show positive images of men and women in society including disabled people.
- * Reflect pupils' own experiences.
- * Reflect those of the wider community.
- * Include materials to raise awareness of equal opportunities issues.
- * Where possible we use the experience of all pupils appropriately as a resource for teaching.
- * Opportunities are taken to celebrate the richness and diversity of a range of cultures within the school and those not represented with the school.
- * Meet the needs of all pupils, including children with disabilities.

Provision for Bilingual Pupils

- * Bilingual pupils must be helped to gain access to the whole curriculum.
- * Pupils who have English as an additional language and are experiencing difficulties with accessing the curriculum in English should where possible have differentiated work and the support of a Teacher Assistant.

Provision for children with ASD

Staffing and Staff Development

- * The school complies with all relevant legislation in respect of employment, staff training and development, health and safety and disability discrimination.
- * Appraisals take account of equal opportunities objectives.
- * All staff are valued for their individuality and the diversity of their talents and expertise.
- * The school views linguistic diversity positively and staff are aware of the language and dialect spoken by pupils and their families.
- * Staff must be conscious of any racist, sexist connotations or lack of sensitivity towards disability in the language they themselves use.
- * Staff and pupils are made to feel their language or dialect is valued.
- * Information shared between parents, pupils and teachers may help the avoidance of any less favourable treatment of disabled pupils.

The Role of the Head teacher

- * It is the Head teacher's role to implement the school's equal opportunities and anti-racist policy and s/he is supported by the governing body in so doing.

- * It is the Head teacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- * The Head teacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities
- * The Head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school
- * The Head teacher treats all incidents of unfair treatment and any racist incidents with due seriousness and any incidents are reported on a termly basis to the local authority.

The Role of Governors

- * The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- * The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- * The governing body will, in its annual school profile, make reference to arrangements for disabled pupils.
- * The governors welcome all applications to join the school, whatever background or disability a child may have.
- * The governing body ensure that no child is discriminated against whilst in our school on account of their sex, religion or race.

Harassment

- * The school challenges all types of discriminatory behaviour.
- * Inappropriate attitudes towards others are dealt with following procedures as detailed in the school's Behaviour Policy or School's Complaint Policy.
- * It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur we will act immediately to prevent any repetition of the incident.
- * Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have. We fully implement SBC and national guidance to tackle racism in any form.

* A month racist comment return is submitted to the LA.

Parents and the Wider Community

* Parents are made aware of the school commitment to Equal Opportunities in the school's prospectus.

* Parents and the wider community are kept informed through regular newsletters and the school website about all activities in the school.

* Parents for whom English is an additional language are offered the assistance of a language interpreter wherever practicable