



Equal Opportunities Policy



Policy Written: Autumn 1998

Reviewed: Spring 2006, 2009

2012, 2015, 2019, 2023

Review date: Spring 2026

Signed.....

CARDINAL ROAD INFANT AND NURSERY SCHOOL

EQUAL OPPORTUNITIES POLICY

MISSION STATEMENT

Cardinal Road Infant and Nursery School is committed to the development of all pupils as happy, respectful and confident people, eager to learn and equipped to achieve their maximum potential.

PURPOSE OF THE POLICY

This policy is a statement of our aims, principles and philosophy of Equal Opportunities. Its purpose is to ensure that everybody connected with our school - pupils, parents, governors, staff [both teaching and associate staff], visitors and the local community - is aware of our philosophy and supports us in achieving our aims.

AIMS

At Cardinal Road Infant and Nursery School, we believe all people are of equal worth. All pupils are entitled to full access to the curriculum, and all adults are entitled to equal treatment whether they are employed by the school or a visitor to the school. We are committed to fostering respect and understanding between all members of the school community. We are opposed to all negative discrimination on the grounds of gender, race, religion, ethnicity, colour, disability, sexual orientation or social class.

ROLES AND RESPONSIBILITIES

The Senior Leadership Team

The Senior Leadership Team works towards the school's aims and values by:

- *considering Equalities issues in all aspects of their work*
- *implementing LEA policies on Equalities issues, and ensuring that these issues permeate the policies drawn up by the school*
- *monitoring and analysing results to see whether equalities practice is effective*
- *monitoring and reporting all racist incidents to the governing body*
- *keeping informed of all issues related to gender, cultural diversity, racism and disability*
- *ensuring equalities issues are considered in all other policies*
- *promoting open discussions with all staff on equality issues, and where appropriate, with parents and the governing body*
- *developing the school's policy and procedures*
- *monitoring the implementation of the policy*
- *monitoring the effectiveness of the policy*
- *extending and developing the school's resources to appropriately reflect non-stereotypical roles and the multicultural nature of society*

Equal Opportunities Policy

Teachers

Teachers work towards the school's aims by:

- *providing an exemplary level of consideration and respect for the needs, beliefs, customs and traditions of others - whether child or adult - and an unfailingly courteous and polite attitude towards all*
- *providing a rich, stimulating and culturally diverse learning environment*
- *providing equal access to all areas and resources within the classroom, monitoring usage and taking appropriate steps to iron out any inequalities*
- *ensuring every child has the opportunity to their full curriculum entitlement through a rich and varied diet of activities differentiated according to their needs*
- *challenging stereotypical attitudes in others whenever appropriate, and continuously seeking to eliminate any traces in their own behaviour*
- *celebrating the diversity within the classroom*
- *raising awareness of other languages - both through oral work and through displays [captions, labels etc] and through resources [dual language texts, CDs etc]*
- *reporting all racist incidents to the Headteacher, and assisting in dealing with victims and perpetrators*

Pupils

Pupils work towards the school's aims by:

- *following the aims and values as stated in the school Behaviour Policy*
- *developing a sense of self-esteem, and an appreciation of the worth of other people*
- *respecting differences in dress requirements*
- *being open to finding out about families celebrating their special times, and sharing in some parts of the celebrations e.g. making/eating traditional foods, making decorations, looking at artefacts etc*
- *accepting that families vary in their composition*
- *appreciating the efforts and contributions of others*
- *not making assumptions or having expectations of others based on gender*

Parents

Parents can support our aims and values by:

- *supporting the school's policies and procedures which promote a positive attitude to cultural diversity, disability and gender issues*
- *helping to boost their own child's self-esteem*
- *supporting the school behaviour policy*
- *supporting the staff of the school, and treating them with due respect and consideration*

Governors

The governing body works towards the school's aims by:

- *ensuring that Equalities issues are observed in the recruitment and selection of staff at all levels throughout the school*
- *considering Equalities issues in all aspects of their work*
- *implementing LEA policies on Equalities issues, and ensuring that these issues permeate the policies drawn up by the school*

Equal Opportunities Policy

The LEA

The LEA supports the school's work by:

- *establishing all-embracing Equal Opportunities policies, and implementing these policies in all aspects of its work*
- *providing back-up to the school when dealing with repeated offenders*
- *analysing end of key stage assessments by gender, ethnicity, term of birth, free school meals etc*
- *providing In-Service courses*

THE CURRICULUM

We take every opportunity to promote awareness of and celebrate the richness of cultural and religious diversity found in our school and society.

Humanities work enables children to think about gender roles in occupations, and women's contributions to society. Children have opportunities to experience music and art from other cultures. Through R.E. children are introduced to the rich variety of world religions and to some of their customs, festivals, significant leaders and special books and artefacts. PSHCE supports the emotional and well being anxieties.

Access to the curriculum for bilingual pupils is supported by all staff. There is a member of staff who has designated time to work with EAL pupils.

RELATIONSHIP WITH PARENTS

We believe that education is a partnership between pupils, parents/carers and teachers. We welcome parents into our school as helpers in the classrooms and on visits. Parents are invited to concerts, assemblies, curriculum meetings and workshops. All parents are automatically members of the 'Friends of Cardinal Road School Association' and are invited to attend meetings of this body and to become involved in its work. Formal Parent Consultations allow for a choice of appointment times to fit in with family commitments, and staff are happy to meet with parents at any time on an informal basis, or to make an appointment for a more in-depth discussion. Parents are invited to help provide bilingual labels and captions for display.

RESOURCES

We select classroom equipment, and story and information books which reflect cultural diversity and which do not portray stereotypical roles. Purchases of equipment by subject leaders reflect cultural diversity where appropriate.

SCHOOL BUILDING

The school was designed and built to accommodate wheelchair users, having ramped entrances, wide doorways and disabled toilet facilities throughout. The main entrance has automated doors to aid easy access. Wheelchair users can enter the school through the front Reception which has proximity pads or via the parent and pupils entrance used at the start and end of the day. There is a disabled parking slot in the carpark. Entrance to the school can be gained through the gate into the playground or through the gates onto Cardinal Road and then via the Front entrance. The telephone number is displayed in the car park for users to ring the office if they cannot operate the telecom.

Equal Opportunities Policy

External signs are in community languages as well as English. Some external and internal signs are written in Braille. There is a hearing induction loop in the Office. We use Google Translate to support our communication.

MONITORING

Our policy and practice are under continuous review. [Strategies for putting into practice are appended at the end of the policy]

ISSUES TO CONSIDER WHEN PUTTING THE POLICY INTO PRACTICE

- *Do resources encourage or discourage stereotypical responses, or are they neutral?*
- *Does the packaging of resources convey a message about the suitability for boys/girls?*
- *Do you provide training in the use of tools, especially for girls?*
- *In stories, do the active roles go to girls as well as boys, and are we as vigilant in monitoring stories which have animal characters?*
- *Do book illustrations convey any hidden messages, or promote stereotypical viewpoints?*
- *Are clothes for imaginative play designed for girls, boys or unisex?*
- *Do you provide clothes and artefacts from other cultures?*
- *Do you select play figures and dolls to reflect cultural diversity?*
- *Do your displays reflect a multicultural society and linguistic diversity?*
- *Do you unwittingly reinforce gender stereotypes through what you say eg "Boys don't cry", "Girls aren't strong enough to carry heavy equipment" etc?*
- *Do you expect different standards of behaviour from boys and girls?*
- *Do you give equal attention to boys and girls?*
- *Do you ever segregate boys and girls?*
- *Is there ever a need for positive discrimination to support girls' learning of new skills?*
- *Do you allow space for everyone's activities?*
- *Do boys try to dominate or exclude girls, or vice-versa?*
- *Do you encourage co-operation rather than competition?*
- *Do you value language diversity? How?*
- *Do you allocate jobs according to traditional roles?*
- *Does our choice of visits and visitors provide children with appropriate gender and cultural images?*
- *Do you portray people with disabilities in a positive way?*
- *Do you welcome opportunities to discuss equal opportunities issues with parents?*
- *Are meetings and consultations arranged to take into account the needs of working parents or those with other commitments?*
- *Do you make assumptions on the composition of a family, and are you aware where a child and their parent/s may not share the same surname?*
- *Do you take care to pronounce names correctly?*
- *Do written communications need translation or verbal explanation?*
- *Do you take care not to make gender-related requests e.g. fathers to erect stalls, mothers to bake cakes?*

Equal Opportunities Policy

ISSUES TO CONSIDER WHEN PUTTING THE POLICY INTO PRACTICE	CHECKLIST ON YOUR APPLICATION OF EQUAL OPPORTUNITIES ISSUES
<ul style="list-style-type: none"> • <i>Do resources encourage or discourage stereotypical responses, or are they neutral?</i> • <i>Does the packaging of resources convey a message about the suitability for boys/girls?</i> • <i>Do you provide training in the use of tools, especially for girls?</i> • <i>In stories, do the active roles go to girls as well as boys, and are we as vigilant in monitoring stories which have animal characters?</i> • <i>Do book illustrations convey any hidden messages, or promote stereotypical viewpoints?</i> • <i>Are clothes for imaginative play designed for girls, boys or unisex?</i> • <i>Do you provide clothes and artefacts from other cultures?</i> • <i>Do you select play figures and dolls to reflect cultural diversity?</i> • <i>Do your displays reflect a multicultural society and linguistic diversity?</i> • <i>Do you unwittingly reinforce gender stereotypes through what you say eg "Boys don't cry", "Girls aren't strong enough to carry heavy equipment" etc?</i> • <i>Do you expect different standards of behaviour from boys and girls?</i> • <i>Do you give equal attention to boys and girls?</i> • <i>Do you ever segregate boys and girls?</i> • <i>Is there ever a need for positive discrimination to support girls' learning of new skills?</i> • <i>Do you allow space for everyone's activities?</i> • <i>Do boys try to dominate or exclude girls, or vice-versa?</i> • <i>Do you encourage co-operation rather than competition?</i> • <i>Do you value language diversity? How?</i> • <i>Do you allocate jobs according to traditional roles?</i> • <i>Does our choice of visits and visitors provide children with appropriate gender and cultural images?</i> • <i>Do you portray differences between people in a positive way?</i> • <i>Do you welcome opportunities to discuss equal opportunities issues with parents?</i> • <i>Are meetings and consultations arranged to take into account the needs of working parents or those with other commitments?</i> • <i>Do you make assumptions on the composition of a family, and are you aware where a child and their parent/s may not share the same surname?</i> • <i>Do you take care to pronounce names correctly?</i> • <i>Do written communications need translation or verbal explanation?</i> • <i>Do you take care not to make gender-related requests e.g. fathers to erect stalls, mothers to bake cakes?</i> 	