



Oxspring Primary School

Policy Title: Equal Opportunities and Diversity

Date of Review: Autumn 2023

Review by: Autumn 2026

Signed by: Chair of Governors

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Equal Opportunities and Diversity Policy

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Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Oxspring Primary School.

Aims and Principles

The policy is underpinned by the central aims of Oxspring Primary and values held by the school community:

Aims of the school

- Oxspring is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Oxspring School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

D Aims

To offer equal opportunities to all children and staff in all areas of school life irrespective of age, gender, ability or disability, race or sexuality.

E Objectives

To offer equal access to the curriculum to all.

To ensure that our curriculum is balanced and broad, thus enabling school to teach all stakeholders about the principles of modern life and equality for all.

To support all learners to recognise that we are all different, but all equal.

To ensure that facilities are provided, as necessary, for those with disabilities.

At all times, all children will be treated equally and will be expected to treat others in others in the same way.

However, in accordance with the Disability Equality Duty, a child with a disability may be treated more favourably than their peers **if** to do so will help them overcome the barriers that are stopping them achieving equality.

F 'Education for All'

The school maintains the ideal of 'Education for All', appreciating that in our pluralistic society members of all ethnic groups, whether minority or majority, should be recognised and valued.

Children need to be prepared for life in a multicultural society. At Oxspring Primary School pupils are helped towards an awareness that people in Britain/the United Kingdom today come from a variety of cultural backgrounds and ethnic origins and, as such, may have their own distinct language, religion, and culture. We aim to help children to develop the necessary knowledge, understanding, skills and attitudes with which to play a full and active part in our multicultural society.

The issue of 'Education for All' permeates all aspects of life in school and is encompassed within the teaching of many subjects in the curriculum, notably music, English, drama, art, geography and faith. It is an integral part of the whole curriculum and is not seen as a separate subject. Through a variety of learning experiences, the children will be able to explore the contributions of different cultural, racial and religious groups in our society and at the same time broaden their knowledge and understanding of such groups. In this way it is expected that the children's awareness and respect for cultural and ethnic diversity in the classroom, the school or the community will be developed. Work to develop this cross-curricular dimension may be included in both class and whole school-based topics or themes.

Through the partnership that exists between home, school and the community, we hope to enrich the curriculum by encouraging people from other cultures, religions and ethnic backgrounds to visit school and share their experiences and ideas with the children.

Teachers are encouraged to consider the information they place before the children. Resources are carefully selected for use with the children to ensure that they do not display a cultural or racial bias or show stereotyping or prejudice. Such resources, where possible, should reflect life in multicultural Britain. Cultural similarities as well

as differences should be highlighted. Through our general routines in school and in the classroom, we strive to ensure that our practices and procedures are not discriminatory in any way.

As a school we acknowledge and respond to the differing needs of all individuals whatever their cultural or ethnic background and experiences. Therefore, all individuals receive equality of opportunity in our school.

Where necessary the curriculum can be adapted so as to respond to the particular needs of a group of children, for example where English is a second language. Staff work together and communicate any concerns to eliminate any bias towards or against any particular group or individual. They are asked to respond positively in their approach to incidents relating to race or religion, be it in the classroom or the playground or with parents. For such incidents, we follow our Anti-Racism Policy very clearly (see the school website for full details).

G Racial Tension

As a school we actively promote attitudes and values that enable the children to recognise the worth of every individual. The children are encouraged to respect each other. It is important that teachers are sensitive to all signs of possible victimisation of individual pupils or groups of pupils and that this should also be reported, even where there is no identifiable incident.

H Procedure Following an Incident or an Allegation of an Incident

It is important that the school creates a climate in which victims of inequality incidents feel able to report such incidents. All staff and pupils should be encouraged to report incidents that they witness and all such reports should be followed up. An allegation of behaviour that portrays a lack of understanding about equality or diversity on the part of any member of the teaching or non-teaching staff is a serious disciplinary matter and will be the responsibility of the Executive Headteacher to investigate and report to the Governing Body. In addition, there are specific procedures for dealing with racial harassment as part of staff grievance procedures.

Where the victim of alleged racist behaviour is a pupil, the Executive Headteacher should, after careful investigation, seek to resolve the matter informally. If the matter cannot be resolved satisfactorily at this stage then the parents/guardians should arrange to meet formally with the Executive Headteacher and other key staff to address the key issues. If the formal meeting does not lead a satisfactory outcome then the parents/guardians should consult the school's Complaints Policy to take further action to resolve the matter. This could involve the use of formal disciplinary procedures. Guidance is available from the Barnsley LA setting out procedures to be followed in all such cases.

We will also involve parents when offering support to victims and it may be appropriate, in some cases, to involve the Education Welfare Service and other agencies. School needs to recognise that the victims of racial incidents may require pastoral support over a long period in order to regain personal self-confidence.

I Monitoring and Reporting

It is essential that records are kept of racial incidents to enable the school and the LA or other advisory source to identify any patterns of behaviour whereby individuals or groups can be shown to be regular victims or perpetrators of racial harassment. It may be appropriate for a report to be made to the Governing Body on an annual basis.

All incidents that are perceived to be racially motivated are recorded in a log-book in the Executive Headteacher's office. The examining of these records on a regular basis will also provide the school with a picture of the frequency and nature of racial incidents and give some indication as to how effectively the school is combating such behaviour. Governors will regular monitor the frequency and type of incidents and advise the school's safeguarding leads on their follow-up work where appropriate and necessary. The internal record keeping system will be monitored as part of the Authority's statutory functions.