

The Avenue Pre-Preparatory School and Nursery

Equal Opportunities

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EQUAL OPPORTUNITIES

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RATIONALE

The Avenue Nursery and Pre-Preparatory School (the School) is a non-denominational Community. In accordance with the ethos of the School and its Mission Statement, we are committed to taking positive action to eliminate discrimination on grounds of race, cultural background, ethnicity, gender, religion, sexual orientation, disability, ability, and attainment in all areas of our work. We wish to ensure that all pupils and staff are enabled to make the most of their abilities and qualities and to this end are committed to working with our parents and relevant agencies. The school follows advice provided by DfE on developing the curriculum and other related matters to ensure that children of different cultures and backgrounds can benefit from their own histories and contexts.

The Avenue Nursery and Pre-Preparatory School also seeks to actively promote fundamental British values (FBV) such as tolerance, rule of law, democracy and mutual respect. Good values are very much part of the ethos of the school and are considered in all subjects and in all activities.

GENERAL AIMS

We aim to:

- Create a positive atmosphere where there is a shared commitment to valuing diversity and respecting differences [see Mission Statement] and where love of neighbour is fostered.
- Promote understanding of and a commitment to racial and gender equality and justice.
- Celebrate the diversity of all faiths.
- Challenge and prevent discrimination of any kind for all.
- Promote equality of opportunity for all.

Use of outcome dimensions (Children Act 2004(10))

Although it is recognised that 'Every child matters' is no longer a specific government scheme, the school believes that the outcome dimensions contained therein are still highly pertinent and accord with the requirements of the Children Act 2004 and the school's duty to promote wellbeing. The delivery of these outcomes is seen as critical to the effective leadership and management of the school, including governance. To this end, the school recognises that 'Every Child Matters' outcomes remain pertinent and align with the outcome dimensions in the 2004 Act. Consequently, this policy provides a framework to ensure close attention to the following outcome areas:

- Be safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve social and economic well being

The school is also aware of its responsibilities with regard to Part 8 of the Independent Schools Standards Regulations and specifically the requirement to promote Wellbeing.

IMPLEMENTATION

Through our programmes of study for Religious Education, PSHE and regular Assemblies we encourage every member of our community to value diversity and respect the differences, customs and beliefs of every child and their family. The different backgrounds of children and adults are a valuable and rich resource which should be utilised as much as possible. We want children to feel positive about themselves and to take pride in their family history. We also recognise the important role staff play in modelling behaviour and attitudes to help children build their own value systems. (Please see Staff Code of Conduct).

Every member of the school community should feel that their language or dialect is valued. Where possible in accordance with the SEN Code of Practice, provision will be made for children with special educational needs, children

with moderate physical disabilities and/or medical conditions and children for whom English is an additional language. We will teach by example positive attitudes towards our multicultural society and as outlined in our Mission Statement, “Treat everybody with Respect” and by default this extends to all members of our community. We will try to ensure that the curriculum reflects the nature of pluralistic society and prepares pupils to be citizens in today’s multiethnic society. We encourage close home/school liaison which we believe is beneficial to all concerned.

Please also the Special Educational Needs and Learning Difficulties and Disabilities policy.

IN THE CLASSROOM

We will endeavour to:

- Meet the needs of all our pupils and ensure that they achieve their full potential.
- Ensure the resources reflect and represent the range of cultures within society.
- Encourage where appropriate collaborative learning e.g. small group work, assemblies, thus extending social relationships across cultural and ethnic groups.
- Monitor books and materials for gender, race, class and disability bias.
- Celebrate and explore the diverse cultural, ethnic and linguistic backgrounds of the children and/or staff.
- Ensure all pupils have equal access to the school curriculum.
- Make the curriculum relevant to the children attending the school to enable them to put historical issues into a suitable context of understanding.
- Staff must be aware that their own expectations affect the achievement, behaviour and status of each pupil.
- Encourage pupils to recognise and respect contributions made by different cultures and religions.
- PSHE and RE classes contribute towards making the children aware of these contributions.

EMPLOYEES

- The School values diversity amongst staff. In all staff appointments, the successful candidate will be appointed based upon strict professional criteria – see the School’s Recruitment Policy.
- Training: All members of staff are encouraged to take advantage of any appropriate training opportunities which may arise either in school or which may be run by external agencies.
- All staff have a right to equality of opportunity
- All staff have a duty to implement this policy and are expected to:
 - Ø Actively and positively promote racial equality and good race relations.
 - Ø Avoid any form of discrimination.
 - Ø Address racist incidents that are reported to them.
 - Ø Follow agreed procedures stated in the school Behaviour Management and Anti-Bullying policies.

We welcome the fact that the School is a multi-racial community. We will not tolerate racism or any form of discrimination on grounds of gender, race, religion or ethnic origin. We have an Anti-bullying Policy in place and our Equal Opportunities Policy is seen as an important addition to it. Racist behaviour means “conduct, words or practices which advantage or disadvantage people because of their ethnic origin”.

Racist incidents and inappropriate attitudes and practices will be dealt with immediately by the School and will be recorded. The adult supervising the child involved must explain clearly why this behaviour is unacceptable. Parents will be informed when their child has been involved in a racist incident. An adult offender will be officially reprimanded. The school is also conscious of issues pertaining to gender and pressures that can be placed on girls in particular. Staff should be aware and sensitive to such pressures and take action to report any concerns to the DSL in line with the school’s child protection/safeguarding policy (September 2024).

RESOURCES

These must be carefully monitored for bias of any kind. New resources will be brought, within the agreed budget, to supplement the curriculum and for classroom use. This also includes any training needs for all staff.

MONITOR AND REVIEW

The Principal will be responsible for promoting, monitoring and maintaining implementation of this policy. All staff will share the responsibility for promoting, monitoring and maintaining implementation of this policy throughout the school. The Policy will be reviewed annually.