



Spring Grove School

SPRING GROVE'S POLICY FOR EQUAL OPPORTUNITIES

INTRODUCTION

Promoting equal opportunities is fundamental to the aims and ethos of Spring Grove. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish.

Spring Grove is committed to equal treatment for all, regardless of an individual's race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We are a[n academically] selective school and we believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

We also welcome applications from pupils with special needs and disabilities, and refer parents to our policy covering Special Education Needs (SEN), learning difficulties, and disability.

Bursaries may be awarded to enable as many as possible who meet the school's admission criteria to attend the school. Details of our provision for bursaries can be found on our website or obtained from the bursar's office.

CODE OF CONDUCT

The Head Master, the senior management team, pastoral staff, play an active role in monitoring the implementation of Spring Grove School's policy on equal opportunities. Use is made of assemblies, PSHCE, RE, Drama, English and other lessons to:

- Promote tolerance of each other and respect for each other's position within the school community.
- Promote positive images and role models to avoid prejudice and raise awareness of related issues.
- Foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures. Bias should be recognised.
- Understand why and how we will deal with offensive language and behaviour.
- Understand why we will deal with any incidents promptly and in a sensitive manner.

Harassment in all its forms unlawful and unacceptable; our behaviour and anti-bullying policies contain clear procedures for dealing with unlawful discrimination. All our staff receive anti-discrimination training. Teaching and medical staff attend regular INSET sessions on the subject.

A successful equal opportunities policy requires strong and positive support from parent and guardians, and full acceptance of the school's ethos of tolerance and respect.

MONITORING

Spring Grove monitors its equal opportunities policy regularly and reports to the governors annually in order to ensure its effectiveness. As part of that process, we invite all parents of candidates for our entrance exams, together with all parents who accept places at the school for their child to complete an anonymous ethnic monitoring form. The form

uses the same ethnic categories as the Government uses in the national census. When the completed forms arrive at the school, they are separated from any other material that might identify the individual child.

ENGLISH AS AN ADDITIONAL LANGUAGE

In order to cope with the high academic and social demands of insert school name pupils must be fluent English speakers. Normally pupils should have been educated in the English medium before coming to the school. Tuition in English as an Additional Language (EAL) can be arranged at the parent's expense outside of school hours

SPECIAL DISPENSATIONS

Although Spring Grove has Christian roots, we do not select for entry on the basis of religious belief, and we welcome pupils of all faiths and offer the opportunity for Jews, Hindus, and Muslims etc. to practice their own faiths. However, parents should be aware that all pupils at Spring Grove are required to wear a uniform. The Headmaster will consider written requests from parents for variations in the uniform on religious grounds that are consistent with the school's ethos and its policy on health and safety. The Headmaster may take expert advice, and will normally arrange to meet with the parents to discuss the implications of such a request.

COMPLAINTS

We hope that you and your child do not have any complaints about the operation of our equal opportunities policy; but copies of the school's complaints procedure can be sent to you on request.

RACE

Any attitude held by a person or group of one ethnic origin towards an individual or group of a different ethnic origin which is offensive, discriminatory or hostile towards the individual or group is regarded as racism. Racism is also considered to be behaviour, acts or expressions that reflect such attitudes, or any incitement to behaviour of that kind. Unacceptable behaviour would be, for example:

- physical assault against a person or group because of colour or ethnicity
- verbal abuse, derogatory name-calling, insults, threats and racist jokes
- racist graffiti
- issuing/wearing of racist materials, e.g. leaflets, magazines, insignia
- inciting others to behave in a racist manner
- making racist comments or suggestions in the course of discussions or lessons
- refusing to co-operate with other pupils because of colour or ethnic origin.

GENDER

Sexism is considered to be any attitude held by a person or group of one sex towards an individual or group of the other sex which is offensive, discriminatory or hostile towards the individual or group. Sexual harassment is considered to be behaviour, acts or expressions that reflect such attitudes; or an incitement to behaviour of that kind. Sexual harassment would be, for example:

- physical abuse against a person or group because of their gender
- verbal abuse, intimidation, insults, threats
- using lewd or suggestive vocabulary to cause offence or humiliation
- reference to an individual's or group's sexuality
- making sexist comments or suggestions in the course of discussions or lessons

- refusing to co-operate with other pupils or colleagues because of their gender

DISABILITY

Attitudes held by a person or group towards an individual with a physical disability which are offensive, discriminatory or hostile towards the individual are regarded as unacceptable. Also regarded as unacceptable behaviour are acts or expressions which reflect such attitudes, or any incitement to make others adopt such attitudes. Examples of unacceptable behaviour would be:

- physical assault against an individual because of his/her disability
- verbal abuse, intimidation, insults, threats
- reference to an individual's disability inside or outside lessons
- refusing to co-operate with an individual because of his/her disability

INCIDENTS OF DISCRIMINATION OR HARASSMENT

- Any such incident must be reported to the Headmaster
- Any such incident will be recorded in a special file.
- The Headmaster will interview within 24 hours of the offence the individual or group against whom it was committed. Written statements will be taken at the interview.
- The Headmaster and another senior staff member will then interview the individual(s) who has (have) caused the offence. Written statements will be taken at the interview and signed.
- Parents/guardians of all pupils involved in the incident will be informed.
- Victims of harassment/discrimination will have access to appropriate support and counselling if they so wish.

SANCTIONS

If a pupil or group of pupils is found guilty (by word or action) of discrimination or harassment, then the School will apply an appropriate sanction, which will be recorded in the 'Incident file' and in the pupil's personal file. If it involves a member of staff then it will involve implementing the school's disciplinary procedure.

TRAINING

The Headmaster will ensure that appropriate training will be undertaken by all members of staff (teaching and non-teaching) to ensure that they are kept fully aware of their responsibilities in respect of equal opportunities, harassment and discrimination on grounds of race, gender or disability.

MONITORING/EVALUATION

This policy will be kept under annual review. An analysis of incidents will be undertaken with a view to informing or amending practices or procedures.

EYFS EQUALITY AND DIVERSITY POLICY

STATEMENT OF INTENT

We will ensure that our Early Years Foundation Stage is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is

committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

AIM

We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice promoting equality and valuing diversity; and
- make inclusion a thread which runs through all of the activities of the setting.

METHODS

Admissions

Our EYFS Setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We base our admissions policy on a fair system
- We ensure that all parents are made aware of our equal opportunities policy
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting
- We develop an action plan to ensure that people with disabilities can participate in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory materials and possibly offensive materials, name calling or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

EMPLOYMENT

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the CRB. This ensures fairness in the selection process.
- Commitment to implementing the group's Equality and Diversity policy will form part of the job description for all employees.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different to themselves. It encourages children to empathise with others and to begin to develop the

skills of critical thinking. Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- Making children feel valued and good about themselves
- Ensuring that children have equality of access to learning
- Making appropriate provision within the curriculum to ensure that each child receives the widest possible opportunity to develop their skills and ability, e.g. recognising the different learning styles of girls and boys
- Positively reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypes or derogatory images in the selection of books or other visual material
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Differentiating the curriculum to meet children's special educational needs
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensuring the children learning English as an additional language have full access to the curriculum and are supported in their learning

VALUING DIVERSITY IN FAMILIES

- We welcome the diversity of family lifestyles and work with all families
- We encourage children to contribute stories of their everyday life to the setting
- We encourage parents/carers to take part in the life of the setting and to contribute fully
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion

FOOD

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them

MEETINGS

- Information about meetings is communicated in a variety of ways, written, verbal and on line to ensure that all parents have information about and access to the meetings

Bill Jones
Headmaster
January 2013