

Equal Opportunities Policy

Black Firs School

Introduction

We have a major role in preparing young people for adult life; this means life in a multicultural, multilingual Europe which in turn is interdependent with the rest of the world. It is a world in which the roles of men and women are changing and both genders are likely to have dual responsibilities for home and work. In the same way the children are increasingly likely to encounter people from many different cultural and ethnic backgrounds. It is our responsibility to prepare them for this world.

At Black Firs our stated values demonstrate a clear commitment to provide equal opportunities for all members of our community.

- Respect for each other
- Maximise and encourage potential
- Encourage quality
- Collegiality – shared responsibility
- Independent thought
- Honesty and trust
- Ethical mentality
- Self-esteem – praising achievements
- Life long learning
- Self discipline
- Enthusiasm
- Humour

The Pre School Mission Statement further endorses our published desire to provide an education of equally high quality for all.

- **We believe that learning is a life long activity, which engages everyone in our School community.**
- **To kindle this love of learning, we engender enthusiasm and strive for high standards.**
- **We see every activity as a learning opportunity.**
- **We are collegiate in our approach; we enhance everyone's self-esteem and maximise their potential.**
- **We endeavour to create a happy, purposeful atmosphere throughout our School.**
- **As individuals we make a positive, responsible contribution to the life of the School, the well being of the external community and in shaping our own future.**

Ratified by the Governing Body.

Signed Chair of Governors

Date

Review Date

The Role of the Pre-School

The school has an obligation to ensure that there is an overtly positive emphasis placed on the understanding of people from all groups in society, regardless of their cultural or ethnic background, gender or religious convictions. This is particularly important in a school community which is almost exclusively white European in its make-up.

Areas of Concern

The following areas need to be carefully monitored in the pre-school community:

- Curriculum provision
- The support and care of all pupils
- Representations of Parents, Governors and the local community
- Staff appointments and career development
- Allocation of resources
- Extra curricular activities and after school clubs
- Racism, Sexism and Special Educational Needs

Strategies

There are a range of strategies that enable the above areas to be tackled and a positive emphasis to be placed on them:

- Ensuring equal access to all aspects of the whole National Curriculum
- Inclusion of equal opportunity issues in curriculum policies
- Inclusion of equal opportunity issues in curriculum and lesson plans
- Careful inclusion of a range of religions and cultural beliefs in the RE policy and scheme of work
- Positive role models provided from all members of the local community
- A stated aim of all aspects of the life of the school to promote and enhance understanding and tolerance of others
- A statement declaring the school to be an equal opportunities establishment
- A procedure for monitoring equal opportunities provision
- A procedure for following up allegations of discrimination on whatever grounds

The above strategies will only work if they are embraced by the whole school community and institutionalised throughout all aspects of the life of the pre-school. Only then can we truly say that we have moved towards our vision for, a collegiate approach, where we enhance everyone's self-esteem and maximise their potential and that as individuals we make a positive, responsible contribution to the life of the Pre-School, the well being of the external community and in shaping our own future.

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