



The Viking Preparatory and Pre-School
140 Church Road North, Skegness,
Lincolnshire, PE25 2QJ
Telephone and Fax: 01754 765749
www.vikingschool.co.uk

Equal Opportunities Policy

Introduction

Our school's mission statement talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils varied experiences and needs. We offer a broad and balanced curriculum, and we have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

Aims and Objectives

At the Viking School we do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our school.

We ensure that all pupils have equal access to the full range of education that we provide in our school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Anti-racism

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We will endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in the school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our planning reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in Religious Education the children study topics relating to the importance of Diwali to Hindus and Sikhs.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

Disability non-discrimination

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within school.

The school is committed to providing an environment that allows disabled children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

Gender Equality

We recognise that nationally the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of the boys.

These include:

- Dealing with negative aspects of boys behaviour, including bullying and name calling;
- Removing gender bias from our resources;
- Making sure that our displays reflect boys as men as effective learners and achievers;
- Encouraging boys to read fiction.

To make our teaching more boy friendly we:

- Begin a lesson by stating the learning outcomes and giving the “by picture”;
- Employ a variety of activities and include a kinaesthetic element;
- Deliver work in bite-sized chunks with “brain breaks” and new starts;
- Provide challenge, competition and short-term goals;
- Give regular positive feedback and rewards;
- Set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys’ attainment do not do so at the expense of achievement by the girls.

The role of the Principal

The Principal has set out her commitment to equal opportunities in this policy statement, and she will continue to do all she can to ensure that all members of the school community are treated fairly and with equality.

The Principal seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school and she will take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The Principal welcomes all applicants to join the school, whatever background or disability the child may have.

The Principal ensures that no child is discriminated against whilst in our school on account of their sex, race or religion. So, for example, all children have access to the full range of the curriculum and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

The role of the Principal / Headmistress

It is the Headmistress' role to implement the school's equal opportunities and anti-racist policy and she is supported by the Principal in doing so.

It is the Headmistress' role to ensure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

The Headmistress ensures that all opportunities give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The Headmistress promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

The Headmistress treats all incidents of unfair treatment and any racist incidents with due seriousness.

The role of the class teacher

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom materials, teachers pay due regard to the sensitivities of all members of the class and do not provide materials that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study and in how to approach sensitive issues. So, for example, History topics in our school include examples of the significant contributions women have made to

developments in this country's history. In Geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in a logbook and draw them to the attention of the Headmistress. Teachers intervene in a positive way against any occurrence of discrimination.

Monitoring and Review

It is the responsibility of the Principal to monitor the effectiveness of this Equal Opportunities Policy. The Principal does this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Requiring the Headmistress to report to the Principal and on an annual basis on the effectiveness of this policy;
- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

This policy was drawn up, discussed and agreed by members of the Viking School. This policy will be reviewed again in two years time.

Signed:

Dated: