



MICKLEY VILLAGE PRIMARY & NURSERY SCHOOL



Policy Document

Equal Opportunities Statement

Equality of opportunity at Mickley Village Primary and Nursery School is based on the following core values.

The ethos of the school supports the development of self-respect and self-esteem in all pupils, staff and the community it serves. We place a high value on diversity and treat every member of the school as an individual. We aim to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

All staff are aware of the need for the curriculum to reflect cultural diversity and to prepare pupils for life in a pluralistic society.

Mickley Village Primary and Nursery School is opposed to all forms of prejudice and discrimination.

Attainment and Progress

Our aim is to ensure all pupils achieve standards of the highest levels. Pupils achievement is monitored by formal and informal procedures.

Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support.

The school will ensure, where possible, that assessment is free of gender, social and cultural bias.

All children are encouraged to take responsibility for their own learning through regular reflection on their progress. Progress reports to parents are written and verbal, in order to ensure all parents have the opportunity to participate in dialogue about their child's progress.

All forms of achievement are recognized and valued.

Attitudes, behaviour, personal development and attendance

The school promotes positive approaches to difference, fostering respect for people and property. Language or behaviour which is racist, sexist, homophobic or potentially damaging to any group will not be tolerated. There is high expectation of all pupils with regard to behaviour and attendance.

Any form of harassment, including racism, sexism and homophobia will be

recorded, monitored and dealt with in line with the school's behaviour and anti-bullying policies and LA guidelines.

Pupils, staff and parents are aware of the procedures in our Code of Conduct should incidents of harassment arise and all staff operate consistent systems of rewards and discipline.

The school will endeavour to work in partnership with parents and the community to tackle specific incidents of harassment and to develop positive attitudes to difference.

Staff members are encouraged to explore their own views and attitudes to difference and to monitor practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all children.

It is recognised that cultural background may effect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

Pupils are encouraged to become independent and to take responsibility for their own behaviour.

Attendance is monitored and the school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is followed up by the school and LA personnel.

Teaching

All children are encouraged to become responsible for their own learning.

Teaching is responsive to different pupil's learning styles in order to engage all pupils.

The teacher ensures that the classroom is an inclusive environment in which children feel all contributions are valued. If groups or individuals are marginalised, the teacher takes positive steps to include them.

Teaching styles include collaborative learning so that children appreciate the value of working together. All children are encouraged to question, discuss and collaborate in problem solving tasks. Pupil grouping in the classroom is planned and varied.

Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays will, at different times, reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas.

All resources are reviewed regularly to ensure they reflect the inclusive ethos of the school.

Review of policy

The policy will be reviewed on a regular basis and appropriate changes made.

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