



## GOLDFIELD INFANTS' AND NURSERY SCHOOL

# EQUALITY STATEMENT



### ROOTS AND WINGS

There are two gifts that we can give our children,  
one is roots,  
the other is wings...

At Goldfield every child matters. Our aim is to provide a caring environment where each child is able:

- To feel happy and secure; growing in self-belief and respect for each other
- To develop a love of learning and reach their true potential
- To learn in a caring, safe and inspiring environment where the children are at the centre of the curriculum
- To participate in learning that is rich, creative and challenging, reflecting high expectations
- To become a valued member of a nurturing school committed to the wellbeing of its community

....ultimately to help our children develop as confident, resilient and considerate members of society - enabling them to 'fly'



Goldfield Infants' and Nursery School is committed to the principle of equality for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement. The vision and values which we uphold as a school help to emphasise equality for all staff and pupils at all times. All staff are responsible for ensuring that we implement this policy.

**Equality means that discrimination on the basis of race, religion, gender, sexuality, language, disability or family background is not acceptable.**

### Aims & Objectives

We aim to ensure that every member of the school community is given equality to achieve their full potential – each individual is entitled to work in a supportive environment. In order to achieve this we are committed to:

- Equal access and treatment for all.
- Our Building Learning Power (BLP) and Talk Listen Care (TLC) initiatives set out clear, positive messages for living in a caring community, valuing and celebrating diversity.
- Being responsive to changing needs.
- Educating and informing children and parents about the issues in this policy
- avoiding prejudice.
- Promoting a positive self-image and mutual respect, regardless of differences
- Providing for all, according to their needs.
- Ensuring that equality of opportunity permeates the whole curriculum and ethos of the school
- Using resources and examples which provide a positive image of all groups.
- Acknowledging the richness and diversity of British society and to prepare children for their part in this.
- Working to an agreed code of conduct which can be modified, monitored and evaluated according to current best practice.
- Developing a positive attitude to equality by all staff, children, parents, governors and all who participate in the life of the school.

We recognise that discrimination can be overt or covert. Covert discrimination relates to the assumptions, beliefs and values acquired over a long period of time which affects instinctive responses.

### **Gender**

We take practical steps to ensure that we do not make assumptions about pupils' participation in activities based upon their gender. Our organisational structure, Behaviour Policy and curriculum are applied to all, regardless of gender. Classes are formed on a chronological basis and class groupings are flexible. All after school clubs are open to pupils of both genders. The school's Personal, Social and Health Education curriculum (PSHE) seeks to build upon these principles to ensure that key messages of participation in all areas of school life are communicated to staff and that, for example, disability should not be a deterrent in participating in all aspects of school life at all levels. We analyse our assessment data by gender in order to ensure that we identify any issues which need addressing related to perceived gender bias. When asking children to carry out tasks or represent the school, boys and girls are used equally.

### **Race, Faiths, Languages and Family Background**

We have represented in our school population many different nationalities, faiths, family backgrounds and organisations. Racial discrimination is unlawful and we aim to help our pupils to develop concepts, skills, attitudes and ways of behaving which will promote good relationships and prevent ignorance and prejudice. Children and other adults are encouraged to contribute to school life from the richness of their heritage and religion. They share experiences and learn from one another through enquiry, investigative and collaborative work.

The 1981 Education Act and the Education Reform Act of 1988 placed the onus on class teachers to access the curriculum to all children equally. Curriculum 2014 requires a breadth, balance, relevance and differentiation which will enable each pupil to participate at an appropriate level. The match of pupil to a modified curriculum is relevant to the exceptionally gifted child as much as to the child experiencing difficulty in learning. These issues are addressed in the policies for SEN and Gifted and Talented.

### **Staffing**

The school values diversity amongst the staff. In all appointments the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with 'equality for all' practice.

### **Positive action**

Positive action will be fostered in line with current best practice.

- Staff will use examples in their teaching to demonstrate the advantages of a mixed society and the contributions of individuals of all genders, races, age groups, etc
- Team work is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and various viewpoints
- Positive action, especially by pupils, will be rewarded
- Assembly times will reinforce good behaviour in the area of equal opportunities and involve peer groups in the approval (or disapproval) process

**Reviewed: Autumn 2019**