

EQUAL OPPORTUNITIES IN THE EARLY YEARS

This policy has been written with regard to the Code of Practice for Special Educational needs: DFES/581/2001, the Disability Discrimination Act 1995 (DDA), the Statutory Framework for the Early Years Foundation Stage (EYFS) and the whole school Equal Opportunities Policy, Special Educational Needs Policy, Disability Policy, More Able Pupils Policy and Behaviour Policy.

Equality of opportunity requires that everyone has an equal chance to develop themselves to their full potential and be safe and free from harm. The Early Years Foundation Stage states that "children should be treated fairly regardless of race, religion or abilities". Consequently, equality of opportunity implies that:

- equality of access exists for all
- social inclusion exists for all
- life choices are widened, not restricted
- talents are fostered, not suppressed
- no one experiences disadvantage or discrimination
- stereotypes are challenged
- all forms of bullying and harassment are condemned and challenged
- change is managed for the benefit of all
- individual and community needs are responded to in a sympathetic and imaginative manner
- individuals and groups are allocated appropriate levels of support to ensure that their potential is fulfilled
- the principle of equity applies.

In relation to its more restricted role in the curriculum, equality of opportunity is defined as a cross-curricular dimension that should be woven through the life and work of the school, enlighten every area of the curriculum and be addressed by every teacher.

A. Responsibilities of the Governing Body

1. The Governing Body is committed to equality of opportunity for all employees and pupils and to the equal treatment of all employees and pupils regardless of sex, marital status, disability, creed¹, race or nationality.
2. The Governing Body will expect the Head of the School, in making appointments, to give full and fair consideration to disabled persons for all types of vacancies and to appoint solely on the basis of the candidate's ability to carry out the specific work entailed.

¹ Durham High School for Girls has a religious character as set out in the Designation of Schools Having a Religious Character (England) Order 1999 (SI 1999 No 2432). The Governors of Durham High School, which is a Church of England Foundation, reserve the right to appoint practising members of the Church of England.

3. The Governing Body is committed to equality of opportunity for all employees in respect of training, career development and promotion.
4. The Governing Body considers Sexual Harassment by an employee to be unacceptable and a matter to be dealt with under the School's usual Disciplinary procedures.
5. The Governing Body is committed to ensuring that complaints of Racial Harassment by an employee are thoroughly investigated and, if a case is made, dealt with under the School's usual Disciplinary Procedures.

B. Responsibilities of Staff and Pupils

1. The Special Educational Needs Coordinator (SENCO), Mrs Bale, has the responsibility for overseeing the day-to-day operation of the special aspects of the policy (see Role of Early Years SENCO). She will liaise with the Learning Coordinator in Senior House and seek help, advice and support from outside agencies regarding the needs of individual pupils who are a cause for concern.
2. Teaching staff and non-teaching staff should, both in their words and actions, encourage all pupils to show respect for each other, to be aware of the needs of others and to be supportive of each other.
3. Teaching staff and non-teaching staff should make it clear to all pupils that discrimination on the grounds of gender, race, socio-economic background or creed is unacceptable and should set a personal example in this respect.
4. All members of the School community should be encouraged to understand the needs of and to develop positive attitudes towards all members of society.

Entitlement:

- All pupils and staff are entitled to study and work in an environment that meets their individual needs and develops them to their full potential.
- All pupils are entitled to full access to a broad and balanced curriculum that reflects, values and celebrates diversity within the school and within society locally, regionally and nationally.
- All pupils and staff are entitled to study and work in an environment that does not discriminate against them in any shape or form.
- All pupils and staff are entitled to study and work in an environment in which their safety and security are paramount.
- All pupils and staff are entitled to study and work in an environment in which they do not encounter bullying or harassment in any shape or form.
- All pupils and staff are entitled to study and work in an environment in which they are treated equally and with respect no matter their gender, ability, sexuality or age, their social, cultural, ethnic or religious background, or their family circumstances.

Admission to the Foundation Stage

If a pupil applies for a place in the Foundation Stage with a disability, medical or educational need, their needs will be discussed with parents, SENCO and Head of Junior House.

This will be the first point of establishing a positive partnership with parents, sharing information, entering into an agreement of needs, and making any reasonable adjustments. 'Reasonable' takes account of costs, available resources, health and safety and the interests of the other pupils. Parents can access the Parent Partnership Services (0191 587 3541).

Links with Outside Agencies

Whilst a pupil is in the Foundation Stage and is in need of support from outside agencies, the SENCO will contact, with parents' permission, as required, the area SENCO Team, EMTAS (Ethnic Minority Traveller Achievement Service), Speech and Language Therapy Service and Educational Psychologist support).

Complaints

(Reference to whole school Complaints Policy)

Review

We will regularly review policies, practices and procedures in the Foundation Stage to ensure that we would not discriminate against any disabled child.

Racial Equality

At Durham High School, we are opposed to all forms of racial oppression and are committed to principles of human equality and dignity. We are committed to promoting tolerance and empathy and to combating racial injustice and to working towards the removal of all forms of racism and racial prejudice. The curriculum should reflect:

- the nature of a pluralist society;
- the need to teach through world examples;
- the benefits of cultural diversity;
- the full recognition and acceptance of cultural and religious differences;
- the elimination of all forms of racial prejudice and discrimination.

At DHS there is automatic rejection of:

- racist name-calling, insults and jokes
- racist graffiti on walls, books, displays, etc.
- abusive letters
- refusal to cooperate with people because of their ethnic, cultural or religious origin
- possession or distribution of literature and other material of a racist nature
- wearing of racist badges or insignia

- racist intimidation
- physical attacks of a racist nature
- incitement of others to collaborate in any of the above.

For some incidents it will be sufficient to issue the offenders with an immediate oral reprimand and for offenders to apologise formally to victims. Racial harassment will be dealt with firmly and more serious incidents may require:

- exclusion from particular lessons or activities
- detention
- a report to the class teacher, class tutor, head of year or Section Head
- a report to the parents of both the victims and the perpetrators
- a report to the Headmistress
- temporary exclusion
- permanent exclusion
- police intervention
- immediate removal of graffiti
- confiscation and destruction of racist literature.

Where incidents persist, parents must always be involved.

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