



La Petite Ecole Française

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Directrice de l'école: Camie Steuer

Directrice Administrative: Sarah Silvestre

EQUAL OPPORTUNITIES POLICY

La Petite Ecole Française operates an equal opportunities policy in all areas of school life. The aim of the school is to offer a French education in a caring environment, which will encourage the intellectual and emotional growth and development of each child. Each child is unique and the school aims to meet the individual needs of each child.

The school believes it is essential to eliminate racism if it exists and discrimination and to promote equal opportunities and good relations through the development of good practice. Central to the equal opportunities policy is the requirement to work closely with parents. The school is fortunate to have families which come from very diverse backgrounds and invites parents to come to the school and present different cultural festivals such as Chinese New Year, Divali and Swedish New Year.

At the beginning of the school year, during the teachers' meeting prior to the school term starting, the school always reviews and evaluates how best it can implement its equal opportunity policy and be as inclusive as possible to all the children. Throughout the course of the year it monitors the effectiveness of its actions.

Equalities issues to consider:

- Gender
- Cultural (Food, dress, names...)
- Disabilities – Special need
- Racism
- Social class
- Age
- Language, accent
- Religion
- Sexual orientation
- Family structure
- Physical appearance
- Level- access to education.

As an employer, la Petite Ecole Française recognises the need to provide opportunities for employment, training and promotion to staff members and no individual will be unlawfully discriminated against because of his/her race, religion, colour, culture, gender, disability or sexual orientation.

As an educational environment for young children, we can include and value:

- The contributions of all the children in our settings.

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- The contribution to society, social, cultural and political made by different ethnic groups.
- Positive non- stereotyping information about different ethnic groups.
- Children to develop positive attitude about people different from themselves.
- Empathy and understanding the ability to walk in someone else shoes.
- Interaction between children from different ethnic groups when learning activities.
- Children to bring stories of their everyday life into the classroom as part of their learning.
- Children to think critically, to consider different opinions, to analyse information and to make up their own minds.
- Children to recognise the interdependence of individuals and how their actions can affect the lives of others.

The members of staff have to be aware of the need to assess their own attitudes, prejudices and opinions about different ethnic and culture groups

- That we must insure that every child's needs are provided for.
- That every child as equal access to the full range of learning opportunities.
- That the range of resources, book, music, art and displays should reflect the lifestyle, culture and tradition of the widest possible range of communities, providing a stimulating and interesting environment and demonstrating our commitment to cultural diversity.
- The teachers are a very important factor in the lives of children and the interaction between children and teachers is a major part of the cultural project.
- That the conditions for success depend on mutual respect, tolerance, open-mindedness and range of teaching and learning styles which support and encourage children to have an active role in their own learning and participation in decision making in the setting. Children need to have first hand experience of democracy.
- To incorporate equality within the setting and challenging inequality, the parents need to be involved and be aware of the schools policies.
- Equality must be central to the whole of the early years and it needs to involve the staff as well as the parents.