



Equal Opportunities Policy

Agreed by Governors: Autumn 2019
To be reviewed: Autumn 2022

Introduction

Equal opportunities means that each individual is afforded equality of opportunity within the school in order that they may achieve their full potential; whatever their race, age, gender, religion, class, sexual orientation, gender identity, disability or learning need. Each child and adult within the school community is valued equally as an individual.

Dothill Primary School pledges itself to be a place where pupils will find security and respect for themselves, their families, other people and their traditions. It is our policy to ensure that each member of the school community:

- Respects others and is respected
- Takes part in the full life of the school
- Achieves his/her potential
- Has the opportunity to exercise choice

Equal opportunities should permeate all aspects of school life and is the responsibility of every member of the school community.

This policy is in keeping with the LA Equal Opportunities Policy and the Equality Act 2010

Aims

The aim of this policy is to ensure that all members of the school community are aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social background
- Ability/disability
- HIV/AIDS
- Belief
- Age
- Marital status
- Nationality/citizenship
- Sexual orientation
- Gender identity

For this to happen the school and its curriculum need to be equally accessible to all. Each parent and pupil must feel equally 'at home'.

At Dothill Primary School we aim to achieve an environment where every member of staff, including part time supply, ancillary staff, dinner supervisors, care-taking and cleaning staff and all contractors on site:

- a) Respect others and is respected
- b) Is able to work and develop without direct or indirect discrimination of any kind.

It is recognised that equal opportunities for pupils is inextricably linked with equal opportunities for staff, since staff act as role models for pupils and it is unreasonable to expect staff to promote equal opportunities for pupils if they do not have equal opportunities themselves.

Inclusion

In school we provide a broad and balanced curriculum for all pupils. Through planning of the curriculum we meet the needs of individuals and groups of pupils. Effective learning opportunities are provided for all pupils which can be modified if necessary to provide all pupils with relevant and appropriately challenging work. The following 3 principles ensure an inclusive curriculum

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning.

Planning takes account of pupils with all abilities, enabling them to participate as fully and effectively as possible.

Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

Our environment is culturally diverse, however we are very conscious of the need to provide first hand experiences for the pupils to encounter people from a range other cultures.

The Taught Curriculum

We aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes.

Our planning takes account of the differing needs of pupils and their progression.

Strategies for the Use of Resources

Each subject/curricular area co-ordinator is responsible for ensuring that equal opportunities issues are addressed when resources are ordered and used in school.

These resources should:

- Reflect the reality of an ethnically and culturally diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society including disabled people
- Reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety

- Not include explicitly and implicitly racist, sexist or homophobic materials.

Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses correct terminology in referring to particular groups or individuals.

Provision for Bilingual pupils

We undertake to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- Pupils whose home language is not a standard form of English
- Pupils for whom English is an additional language.
- Traveller children
- Those from refugee families

Staffing and Staff Development

We are bound by the legal requirements of Equalities Act 2010 and guided by the Telford and Wrekin Policy on Equal Opportunities in Employment.

We recognise the need for positive role models and distribution of responsibility among staff. This includes pupils access to a balance of male and female staff. However vacant posts are always filled by the best applicant irrespective of gender.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Parents and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential

We wish to affirm our continuing commitment to reach out to other cultural groups within our immediate community and beyond.

The School's Statements on:

Parental/Community /Staff Involvement in Equal Opportunities

We value the involvement of parents and visitors from the local community. We endeavour to inform children of the world and its cultures through the curriculum. As a staff we respect the agreed equal opportunities policy statement and are committed to its implementation. We will not accept discrimination of any form; written, verbal, emotional or physical, or any form of bullying or racial or sexual harassment. Ensuring that these positive ideas are promoted and implemented is the responsibility of all teaching support and non-teaching staff whether inside the classroom, around the school or in the playground.

Racism

We all value the children equally, giving them the same quality of care, educational opportunities and support. We are therefore opposed to racism which negates treating all children equally. Cultural bias is disadvantageous to all pupils. Culture is central to the child's identity and the learning environment reflects the cultures of those learning within it and within society at large. Teachers are aware of the cultures from which their children come from and the customs and attitudes within the home. Staff are aware that we have the responsibility to ensure that children do not develop unfavourable opinions or feeling towards other racial groups based on ignorance, feelings of superiority, lack of knowledge or thought.

- Pupil's and adult's names should be pronounced correctly and nicknames should not be used.
- Attention will be paid to spelling names correctly at all times.
- Literature at the school should include names from a wide variety of cultures.
- Racist language will not be tolerated.
- Racial stereotypes should never be used or allowed.
- Bi-lingualism is an asset and pupils are free to use the home language as and when they need to.
- Lack of fluency in speaking English language is not an indication of academic potential or lack of it.

Sexism

Sexism is a term used to describe discrimination based on gender. As a staff we believe that by countering sexism we are extending choices and opportunities for everyone and contributing towards a more just and humane society. In our school no pupil is excluded from receiving the curriculum on the basis of their sex. Our aims to combat sexism are very similar to racism. We identify sexism and racism to be a result of feelings of inferiority/superiority, ignorance, prejudice, appearance, insecurity, anger, violence, abuse (physical and mental), fear, negative role models, stereotyping or passiveness.

The staff actively promotes tolerance, understanding, respect and achievement which enables the school to function as an orderly community.

Class

Assumptions are not made about pupil's home circumstances or potential based on social class.

We recognise the need to monitor our equal opportunities policy to see if the children are achieving equally in our school.

Disability - other/abled

We are committed to giving access to the curriculum to all children regardless of disability. We will endeavour to increase access to the building for all adults and children with disability. In addition we will offer support, providing suitable equipment and resources.

Homophobia/Transphobia

Homophobia is a term used to describe discrimination based on sexuality. Transphobia is a term used to describe discrimination based on gender identity. As a staff we believe that by countering homophobia and transphobia we are extending choices and opportunities for everyone and contributing towards a more just and humane society. In our school no pupil is excluded from receiving the curriculum on the basis of their sexuality or gender identity or their parents sexuality or gender identity. Our aims to combat homophobia/transphobia are very similar to sexism and racism. We identify these to be a result of feelings of inferiority/superiority, ignorance, prejudice, appearance, insecurity, anger, violence, abuse (physical and mental), fear, negative role models, stereotyping or passiveness.

The staff actively promotes tolerance, understanding, respect and achievement which enables the school to function as an orderly community.

Arrangements to Monitor and Review

The implementation of equal opportunities policy and guidelines are monitored by:

- **Senior Management Team through:**

 - Sampling children's work and targets
 - Observation and discussion

- **Head teacher through:**

 - Classroom observations
 - Checking of record keeping and planning

- **Governors through:**

 - Liaison with head teacher and co-ordinators
 - Carrying statutory responsibility

This policy statement reflects the consensus of opinion of the whole school community. It has been drawn up in consultation with teaching and non-teaching staff, parents, governors and pupil representatives.

Signed.....Date.....

(Head teacher)

Signed.....Date.....

(Chair of Governors)