



Equal Opportunities Policy

Evidence of intentions and practice - for the information of staff, governors, parents, LA, OFSTED and DfE

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SLT

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1. Introduction

This document is a statement of the aims, principles and strategies for Equal Opportunities at Parkstone Primary.

2. Aims

- to raise awareness both within the school and the wider community of issues relating to equality of opportunity
- to promote the spiritual, moral, cultural, intellectual, emotional and physical development of all individuals within the school
- to provide an education which encourages equality of opportunity for all, irrespective of gender, ethnicity, disability or degree of social or educational need, and which ensures appropriate access into the curriculum for all
- to develop awareness of Britain as a multi-cultural society
- to prepare all pupils for the adult world in terms of expectations, training and learning experiences
- to promote/foster student's self advocacy and independent skills
- to promote an environment in which there is trust, fairness and respect and to ensure that the dignity of pupils and staff is maintained at all times
- to remove prejudice, misunderstanding, stereotyping, discrimination, sexism and racism

3. Strategies

- to ensure the provision of appropriate training, for all staff and governors to heighten awareness of aspects pertaining to equality of opportunity
- to purchase and use materials relating to equality of opportunity
- through the school's Personal and Social Education to promote at all times the rights and dignity of the individual
- review of classroom practice/organisation on a regular basis to ensure that each pupil's needs and entitlements are met effectively
- regular reviews of teaching materials, resources and displays to ensure that the curriculum content includes the study of other cultures etc. in a positive way. Curriculum managers to examine resources and policies. Policy documents to make reference where appropriate to equality of opportunity
- the recognition and celebration of pupil's achievements, not only in school, but in all areas of life. This naturally promotes self-esteem. Goals should be realistic and challenging
- the provision of Personal and Social Education (PSE) for all pupils and the inclusion of cross-curricular elements within the curriculum, such as a programme to consider aspects relating to equality of opportunity with a particular reference to the rights of the individual and self advocacy
- all staff to be aware of and respect the personal dignity of the child at all times
- all staff to provide a positive role model: to demonstrate fairness, respect, tolerance and a responsibility for oneself and one's colleagues
- all pupils to be given sufficient time to communicate – adults to be prepared to listen. Pupils to have the opportunity to make decisions and act upon them.
- an appropriate staffing policy which makes reference to aspects relating to equal opportunities e.g. gender, age, etc
- an appropriate and planned Staff Development Programme, which meets both the personal and professional needs of **all** members of staff

4. Restorative Practices

The school is committed to the principle of RP. Pupils are encouraged to take responsibility for their actions. Social justice is a key part of this and pupils are asked to consider the implications of their actions on all involved. A variety of circle techniques are implemented to help pupils to discuss and deal with a variety of issues and incidents.

5. Management

Equal opportunities are encouraged through a variety of modes

- assemblies (see assembly policy for themes covered)
- incidentally, as events happen during the school day in the classroom or on the playground. These are then addressed as whole school issues or by the individual class teacher
- planned as part of PSHE programmes and other curriculum areas
- policies
- relevant discussion is encouraged
- pupils are encouraged to review, reflect on, analyse situations appertaining to equal opportunities

6. The Role of the Governors

The governing body has set out its commitment to equal opportunities in this policy statement and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

7. The Role of Equal Opportunities Co-ordinator/ Headteacher

The co-ordinator must implement the school's equal opportunities policy and see these guidelines are applied fairly in all situations.

The headteacher has to ensure that all appointment panels give due respect to this policy, so that no one is discriminated against when it comes to employment or training opportunities. The headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people in all aspects of school life, for example, in the assembly where respect for other people is a regular theme and in displays around the school.

8. The Role of the Class Teacher

The class teacher ensures that all pupils are treated fairly, equally with respect. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study and in how to approach sensitive issues.

So for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents and draw them to the attention of the headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrences of discrimination.

9. Monitoring and Review

It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities Policy. The governing body does this by –

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school
- Monitoring the staff appointment process, so that no one applying for a post at this school is discriminated against
- Requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy
- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils
- Monitoring the school behaviour and exclusions policy so those pupils from minority groups are not unfairly treated

10. Related Policies

This policy must be read in conjunction with:

- Anti-Bullying Plan
- Accessibility Plan
- Disability Equality Scheme
- Behaviour Policy
- Gender Equality Scheme
- Community Cohesion Policy/Action Plan
- PSHE Policy
- RE Policy
- EAL Policy
- SEND Policy
- Anti-Racism Policy