

FRIEZLAND PRIMARY SCHOOL

EQUAL OPPORTUNITIES POLICY

Rationale

At Friezland Primary school we are committed to providing equality of opportunity. This is in line with our mission statement for all pupils and staff within the school community.

We aim to create an atmosphere of warmth, friendliness and security where everyone feels happy, cared for and enabled to reach their full potential.

Children are encouraged to respect one another as well as themselves within the ethos of the school.

Policy Statement

Equal Opportunities recognises that everybody is different but that difference shouldn't hold a person back in school, either in what you want to do or what you are able to do because:

1. You are a boy / man;
2. You are a girl / woman;
3. You are heterosexual, transsexual, transvestite, intersex, gender variant, gay, lesbian or bisexual;
4. You are of a particular age;
5. You have a different religion;
6. You have a different skin colour;
7. You are richer or poorer than others;
8. You are cleverer than or not so clever as others;
9. You have a disability;
10. You speak a different language; and
11. You have different food / clothes / family life.

Aims

At Friezland Primary school we aim to:

1. promote a healthy and positive self image for each child;
2. develop within both staff and pupils, a regard and appreciation for the rich diversity of cultural backgrounds;
3. meet the educational and social needs of all our children;

4. provide the fullest as possible access to the curriculum according to each child's need and potential; and
5. develop respect, tolerance and understanding of everyone.

Objectives

1. to make all members of the school community aware of their responsibility to actively play their part in ensuring that equal opportunities exist;
2. to emphasise the need to respect other people's feelings and to discourage behaviour which is derogatory or undermines an individual's position, status or self esteem;
3. to support all pupils within a caring ethos where they can thrive emotionally, spiritually and academically in order to reach their full potential as contributing and responsible members of society;
4. for the school community to continue to consistently deal with incidents which conflict with the school's agreed standards of behaviour; and
5. to provide equal access across the curriculum for all children so that they are able to reach their full potential.

Members of staff should examine:

1. their own attitudes, behaviour and language;
2. their own expectations of pupils;
3. classroom practice;
4. materials and resources;
5. pupil grouping patterns and other indicators of possible discrimination or barriers to achievement; and
6. methods of assessment, recording and reporting.

Staff should also:

1. exercise vigilance to ensure that any discriminatory behaviour related to protected characteristics ; comments or incidents are challenged. Any such incidents should be reported to the head teacher or member of SLT immediately and recorded in the Behaviour Incident File which the head teacher uses for reporting NOHIB and for monitoring patterns of behaviour and discrimination.
2. Use the school / LA processes to record any hate related incidents;

3. take positive action to address areas of concern;
4. be aware of pupils' religious and cultural backgrounds and of their values, beliefs and practices; and
5. avoid patronising or offensive comments and attitudes.

Pupils should:

1. show respect and courtesy to all and should be entitled to receive it from all;
2. be aware that derogatory language against any protected characteristic is not to be tolerated;
3. accept each other for who they are and be sympathetic to those children who are less able than they are;
4. recognise and guard against stereotyping and prejudice; and
5. know that any verbal or non-verbal incidents will be challenged and dealt with according to agreed procedures within the behaviour policy.

Within the curriculum:

1. all pupils have access to a broad, balanced and relevant curriculum which is differentiated according to their needs;
2. the school will foster positive attitudes to the diversity of cultures and beliefs, promote respect and celebrate the achievements of all;
3. race, gender and disability should be openly discussed when the opportunity arises;
4. the open and hidden curriculum must avoid any form of discrimination;
5. the wider community should be used to provide opportunities to support Equal Opportunities; and
6. cultural diversity should be recognised and celebrated (including different spoken languages).

The Teaching and Learning Environment within School

We aim to provide the sort of environment which:

1. reinforces equal opportunity;
2. provides differentiation in learning opportunities according to need;
3. enables each child to develop positive awareness of cultural diversity; and
4. develops a critical awareness of negative images.

Resources

Resources within school should:

1. be carefully chosen in order to reflect the rich diversity of the school community;
2. provide positive images of people regardless of gender, race, culture or disability; and
3. avoid any form of stereotyping, bias and prejudice.

Using ICT:

We acknowledge that the use of ICT supports learning, is motivating and aids communication locally, nationally and internationally. However, we are also aware of our duty to teach children the dangers related to their use of the internet and to identify inappropriate use of others, which may be discriminatory.

The Role of the Co-ordinator (Mrs. Meadham – head teacher)

1. to liaise with Governors and all staff;
2. to keep up to date with current thinking and be aware of the resources available;
3. to ensure that all staff are aware of the school policy for equal opportunities either through staff discussion or induction; and
4. to promote INSET and to ensure monitoring and evaluation.

Strategies employed in order to promote Equal Opportunities

1. practical tasks in the learning environment should be equally allocated to both boys and girls regardless of the gender roles;
2. all pupils within their capacity should be expected to:
 - lift and carry books and equipment
 - help with technical equipment (eg PE apparatus, tables, chairs)
 - tidy and clean surfaces
 - demonstrate tasks (eg experiments)
3. each teacher should use strategies to encourage all levels of interaction and co-operation between members of the school community;
4. there is equal access to all extra-curricular activities for both boys and girls (where possible – leagues excepted)
5. children should receive the amount of attention they need regardless of gender, sex, disability and/or race;
6. a variety of arrangements should be used when lining children up in order to avoid gender stereotyping. There should be no artificial segregation of males and females.
7. within curricular planning, activities and materials, careful consideration should be given when choosing materials. Materials that promote positive images regarding race, gender, class and disability should be used (eg the use of dual language reading materials);
8. all registers, class lists, etc. to be in alphabetical order;
9. the use of non-sexist language should be promoted at all levels within the school (i.e. in the classroom and “staff room banter”);
10. a system should be employed at the school to avoid drawing attention to those in receipt of free school meals;
11. no child should be excluded from school trips due to an inability to pay;
12. all children should attend school wearing the school uniform in order to promote visual equality and unity;
13. specialist equipment as far as possible should be provided for children with disabilities. This should be in accordance with each individual child’s needs;

14. the physical environment of the school and its grounds should be considered in order to provide, for example, wheel chair access. This helps to avoid embarrassment and avoids drawing unnecessary attention to disability;
15. disabled car parking facilities are available in the staff car park at the rear of the school building;
16. the cultural diversity that is within the school community is acknowledged and developed through daily activities (curricular and extra-curricular e.g. Indian dance, International cuisine, school has an on-going linking project with The Firs Primary School in Salford
17. Staff liaise with kitchen staff to ensure all children's (and adults') food requirements are met whether dietary, psychological, medical or cultural and take these factors into account when planning food technology sessions;
18. A separate toilet is provided for use by boys and girls;
19. books and posters reflecting a variety of cultures are used in order to provide positive images; and
20. cultures are celebrated through musical activity. In musical appreciation (listening to different types of music), creative percussion work and through songs.

We recognise that this is not an exhaustive list of strategies and we would welcome contributions and other creative ideas from all members of the school community.

Evaluation

The policy will be reviewed in line with the School improvement Plan, every 3 years or sooner if necessary because of changing circumstances and/or awareness. A variety of strategies will be adapted to evaluate this policy. These will include Staff Meeting discussion time, occasional pupil and parental questionnaires and Senior Leadership Team monitoring.

It is the responsibility of the Governing Body of Friezland Primary School to ensure that all pupils, potential pupils, staff and job applicants are not discriminated against.

The Governors will ensure that all of the school's policies eliminate discrimination in all of its forms.

The Governors will support staff in providing Equal Opportunities in Education for All.

Related Policies:

This policy should be read in conjunction with the following:

- Disability Equality Policy and Scheme
- Race Equality Policy and Scheme
- Gender Equality Policy and scheme
- Safer Working Practices guidance
- Friezland's 'Code of Conduct'