



# Gaywood Community Primary School



## *Equal Opportunities Policy*

### **Statement/Principles**

The policy outlines the commitment of the staff and Governors of Gaywood Community Primary School to ensure that equality of opportunity is available to all members of the school community for our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Community governors
- Multi-agency staff linked to the staff i.e. EPSS services staff, school improvement services staff, school attendance service
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Gaywood Community Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

### **Monitoring and Review**

Equality is identified as an area requiring careful and ongoing monitoring in the School Development plan and due regard is given promotion of all aspects of equality within the SIDP. The staff responsible for co-ordinating the monitoring and evaluation is Mr P. Shanks (Headteacher) and Mrs L Saines (Deputy Headteacher). They will be responsible for:

- Leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community.
- Supporting positively the evaluation activities that moderate the impact and success of the policy.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions and truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying;

- Parental involvement
- Participation in extra curriculum activities
- Attendance

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

## **Promoting Equality through the Curriculum**

### **Learning and Teaching**

This section could for example include the following points:

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and settling challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme);
- The school must provide an environment in which all pupils have equal access to all facilities and resources;

- All pupils are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

## **Curriculum**

At Gaywood Community Primary School, we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

## **Ethos and Atmosphere**

- At Gaywood Community Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be an 'openness' of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;
- Although physical access to the school is difficult under normal circumstances, vehicular access to a school door can be easily arranged for disabled visitors;
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities.

## **Resources and Materials**

The provision of good quality resources and materials within Gaywood Community Primary School is a high priority. These resources should:

- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- 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, homophobic or ageist materials.

## **Language**

We recognise that it is important at Gaywood Community Primary School 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;

### **Extra-Curricular Provision**

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible. We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We will ensure that all such non staff members who have contract with children adhere to these guidelines and are CRB checked.

### **Provision for Bilingual Pupils**

We undertake at Gaywood Community Primary School to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Pupils whom English is an additional language;
- Pupils who are new to the United Kingdom.

### **Personal Development and Pastoral Guidance**

- Pastoral staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils;
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female staff at both key stages. 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.

### **Staff Recruitment and Professional Development**

- All posts are advertised formally and open to the widest pool of applicants;

- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policies and practices are covered in all staff inductions
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### **Harassment and Bullying**

It is the duty of this school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

### **Partnerships with Parents/Carers 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 each out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school;
- Setting up as part of the schools commitment to equality and diversity, a group made up of members of the school community including pupils, staff, local community members, parents/carers, local faith groups and local disability groups has been developed to support the school with matters related to its equalities duties;