

## **Temple Ewell Church of England Primary School**

### **Definition of Equal Opportunities in School**

We need an Equal Opportunities Policy because inequalities exist in our society. This can make the achievement of some people's full potential considerably more difficult to attain than others. Equal opportunities, in a school situation, means ensuring that every individual has equal access to an education or to career development in education.

Equality means having the same rights and status as everybody else. The law gives us guidance and provides positive duties for schools to promote equality. This policy outlines how our school ensures that equality is being promoted, outlines what provision is available and what action is to be taken. It is the responsibility of the whole school community to abide by our policy.

### **2. Aims:**

- Develop in staff and pupils positive attitudes towards the rich diversity of our society.
- Ensure all members of the school community are given equal opportunities in every area.
- Develop in all members of the school community positive self-esteem.
- Encourage members of the school community to recognise and challenge inequality.
- Promote respectful relationships between all members of the school community.

### **3. Guidelines**

#### **Ethos and atmosphere:**

- the school is an equal opportunities employer (See Pay Policy/ Safe Recruitment Policy)
- the school behaviour code encourages mutual respect (See Behaviour Policy)
- The curriculum reflects and celebrates cultural diversity.( See SMSC Policy)

#### **Learning Environment:**

- all pupils have access to a broad, balanced curriculum (see SEN/ Inclusion Policies, Teaching and Learning Policy)
- pupils are encouraged to improve on their own achievements (See Marking & Feedback Policy)
- individual targets are set for children (See Assessment Policy)
- planning incorporates differentiation across the ability range
- a range of teaching styles contributes to meeting the needs of all pupils
- no individual is excluded from any curriculum activity owing to inability to pay (see Charging, Remission Policy)
- unnecessary gender divisions are avoided unless positive discrimination results in greater access for an otherwise marginalised group.
- Personal, Social & Health education provides opportunities to build self-esteem and to explore issues surrounding equality e.g. Circle Time
- The physical limitations of the building are recognised and will be reviewed annually (See Disability Equality Scheme).

- Religious education and Collective Worship will encourage understanding and empathy with members of faith communities, whilst reflecting the distinct Christian ethos of the school.
- Through our curriculum pupils will be made aware of inequalities
- Every opportunity will be taken to challenge stereotypes & to present positive role models to demonstrate the potential of all children to undertake diverse roles in society
- Resources will represent non-stereotypical images & provide positive images of ethnic groups, different family groupings, men and women and disabilities.
- Subject co-ordinators are responsible for monitoring resources, but all staff have a responsibility to be vigilant and draw attention to and remove inappropriate resources

#### **Language:**

- Language used in school will avoid stereotypes
- The use of correct and appropriate terminology will be encouraged
- Where possible language will be inclusive e.g. Firefighter, Headteacher, Police Officer

#### **4.The role of 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.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The governing body will review the schools Disability Equality Scheme and Accessibility Plan in line with the review cycle.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

#### **5 The role of the headteacher**

It is the headteacher's role to implement the school's equal opportunities and anti-racist policy and s/he is supported by the governing body in so doing.

It is the headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard 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 shown around the school.

The headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

Jo Hygate  
December 2015

## **6 The role of the class teacher**

The class teacher ensures that all pupils are treated fairly, equally and 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 do not provide material that is racist or sexist in nature. Teachers strive to 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 in the school log book, 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 occurrence of discrimination.

## **7. Monitoring**

Equality of Opportunity requires constant monitoring and evaluation. It is the responsibility of Headteacher , alongside the Governors and Staff, to ensure the principles of this policy are implemented and that any instances which occur which appear unequal in any area of school life are reported to the Head teacher who will log the incident and enquire into it.

## **8. The Statutory Framework**

Equality of Opportunity is supported by national guidance and legislation. This includes:

The Sex Discrimination Act

The Race Relations Act

The Education Act

The Education Reform Act

The Children Act

The Education Act

Equal Pay Act

Disability Discrimination Act

Human Rights Act

## Evaluating Educational Inclusion OFSTED

Codes of Practice from Equality Commissions – Commission for Race equality, Disability Rights Commission, Equal Opportunities Commission

### **Related Policies:**

Disability Equality Scheme

Inclusion Policy

Race Equality Policy

Pay Policy

Charging & Remissions Policy

Community Cohesion

Homework Policy

Policy last reviewed December 2015

Review date: October 2017

Signed: \_\_\_\_\_

Date: \_\_\_\_\_