

St Andrew's CEVC Primary School, Great Yeldham

Equal Opportunities Policy



Reviewed by Maria Trappitt
(January 2009)

St. Andrew's C of E (VC) Primary School
Church Road
Great Yeldham
HALSTEAD
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Rationale

This policy outlines aims and objectives based on agreed intentions of all staff in the school. The policy encompasses issues of sex, race, class and disability and promotes an understanding of cultural and physical diversity and challenges stereotypes. This policy is important to all aspects of school practice, including planning and monitoring, organisation, staffing and the selection of resources. Central to this is the professional commitment and developing awareness of staff, and the quality of their interactions with all children and with each other.

Purpose

- To create an environment in which everyone can learn and be proud of whom they are, by providing for all children and adults, regardless of gender, sexuality, race, ethnicity, religion, socio-economic background and disability.
- To be mindful of the difficulties that some groups face and ensure that we do all that we can to remove obstacles acknowledging that equal opportunities is not treating everybody the same, but is making opportunities for everybody to learn.
- To develop a school community in which children and adults worth is valued in which personal achievement is acknowledged and celebrated.
- To extend children's and adult's knowledge of different cultures, languages and faiths and to value differences by drawing on children's backgrounds and experiences to break down barriers and build positive attitudes.
- To be mindful of and to overcome personal prejudices and stereotypical views and to challenge discrimination based on social divisions of class, race, gender, sexuality, special needs or disability and to help members of the school community to challenge discrimination.

Curriculum

In relation to the curriculum in this school, we share the following principles to promote equal opportunities.

- Treating children as individuals with their own strengths and areas for development, attitudes, backgrounds and experiences.

- Challenging myths, stereotypes and misconceptions.
- Learning materials are chosen with care to reflect the diversity of cultures, gender roles and disabilities e.g. musical instruments from around the world, books which counter stereotypes.
- Provide an entitlement curriculum which aims to offer broad balanced learning experiences for all making deliberate efforts to help children participate in all aspects of learning, by choosing appropriate practical tasks and activities that are relevant and match the needs of learners e.g. topics and stories of equal interest to boys and girls.
- Ensuring equal access to the curriculum, by careful consideration of the barriers to learning and providing encouragement and support.
- To provide support for bilingual children and children experiencing speech, language and communication difficulties to ensure that their learning and linguistic needs are met and that all aspects of the curriculum are accessible to them e.g. by using pictures and symbols and explaining what a term means, modelling language (not expecting children to know what to do or say); using talk partners to rehearse ideas before feeding back to the class; using paired collaboration when working on tasks and demonstrating tasks.
- Provide a differentiated curriculum, by developing classroom approaches which allow for individual differences, but does not make distinctions which have a negative effect on learning.
- Ensuring equal opportunity to participate in talk and discussions and share experiences. Giving children time to think and all children the opportunity to answer questions, and by treating mistakes as valuable learning opportunities.
- Generating awareness and respect for the languages, customs and differing abilities of children and developing an approach to all aspects of the curriculum which will promote a positive awareness of the cultures, religions and languages of our own and the wider community.

To do this we will:

- plan assemblies focusing on diversity;
- organise specific activity weeks/days to celebrate diversity e.g. a multicultural week, African drumming day, visits;
- celebrate festivals throughout the school;

- recognise and respect the use of other languages e.g. greetings in different languages and reflect diversity by creating displays of art work and by providing experience of music and concerts;
- using children's knowledge of their ethnicity, home country, religion, experience when opportunities arise.

Social, Emotional and Behavioural Development

This school seeks to encourage relationships and behaviour which promote respect for all members of the community through:

- Circle time activities.
- Celebration of all children's effort and achievement.
- Promoting role models of different sex, cultural backgrounds and disability.
- Encouraging a variety of play at playtimes and providing a range of resources for different types of play activities.
- Teaching children to treat each other with kindness and respect, by ensuring that name calling is seen as totally unacceptable and encouraging children to give each other equal chances and accepting that mistakes are part of the learning process.
- Praising effort and raising the status of children in special groups by showing their work to the class and celebrate achievement.
- Staff setting examples in their interactions with children, parents and each other.
- Being aware that children and adults sometimes make 'scapegoats' of others and also the effects of peer pressure.

Specific Procedures

We need to recognise that children, parents and staff come to school with different experiences, attitudes and expectations due to the diversity of home experiences and cultures. We are part of a world where inequalities exist and it is our duty to recognise and respond to discriminatory values and behaviours. We will do this by:

- Careful monitoring of progress through formative and summative assessment and ensuring that children have equal access to the curriculum.
- Providing effective home school communications.

- Working with parents to ensure that they understand our policy for equal opportunities.
- Inviting parents and members of the community to work within school to provide opportunities to create greater understanding and challenge existing perceptions.
- Treating all parents with equal respect, they are welcomed and respected not judged.
- The school environment should reflect our commitment to equal opportunities.
- Following the school's Behaviour Policy, Inclusion Policy, Race Equality Policy, Disability Policy, Community Cohesion Policy and BLP Policy.
- Challenge behaviour that is hurtful and prevents children or adults from feeling safe or comfortable in the school.
- Ensuring resources reflect the school's positive attitude and are available to all.

How this policy relates to other policies

We ensure that the commitments embodied in our rationale and purpose for equal opportunities apply to the full range of our policies and practices, especially those concerned with:

- equal opportunities and inclusion;
- BLP;
- pupils' progress, attainment and assessment;
- behaviour, discipline and exclusions;
- learning and teaching;
- admissions and attendance;
- curriculum statement;
- all subjects;
- staff recruitment and retention;
- governor/staff training and professional development;
- partnerships with parents/carers and communities;
- visits and visitors;
- display.

Appendix 1:

Community Cohesion
Race Equality
Gender Equality Policy
Behaviour Policy
Inclusion Policy
BLP Policy
Disability Scheme

Revised by M Trappitt **January 2006**

Shared with staff **February 2006**

Shared with Governors **March 2006**

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