



EQUAL OPPORTUNITIES POLICY

Policy

Equality of opportunity is about providing excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community- pupils, staff, governors, parents and members of the wider community. The school will endeavour to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. This school is committed to educating and preparing the children for life in a diverse society by placing emphasis on common principles and by understanding and celebrating differences.

Aims

*To develop those attitudes of tolerance, understanding and respect that will equip children to take their rightful place in an inclusive society.

*To enable all members of the school community to contribute positively to that society.

Guidelines

1. In all matters, children are encouraged to assess the personal qualities of every individual without reference to any prejudicial stereotype image of any kind e.g. racial, gender, religious or disability. Much of this work will be through informed discussion, perhaps through moral/religious education, but also in all areas of the curriculum.
2. Registers are presented in alphabetical order. Pupil names should be accurately recorded and correctly pronounced. Boys and girls are not separated in either lines, working groups or seating arrangements.
3. In order to make the most of their ability, experience and interest, all pupils should have full access to the school's curriculum.
4. The class teacher is aware that some children are more demanding of adult attention. Strategies are employed to redress the imbalance.

5. Within reason, care is taken to use gender neutral language e.g. head teacher, midday assistants. Both male and female pronouns are used in communications to parents where it is impossible to be gender free.
6. Girls and boys are asked to fulfil similar tasks e.g. moving furniture, tidying up.
7. Care is taken that all books in school avoid sexism and stereotyping, wherever possible. However, stereotyped images may be used and discussed within PHSE learning with older pupils.
8. Adult helpers in school are asked to assist the class teacher with similar tasks, according to the skills of the volunteer.
9. Pupils are rewarded and disciplined without regard to their gender.
10. The curriculum develops an understanding of different environments, societies, cultures, values and beliefs.
11. Pupils are encouraged to recognise that each society and culture have their own values and traditions, some of these differ but we also explore common values and shared beliefs between different cultures. This is explored through our daily worship sessions in school.
12. Pupils are encouraged to study a range of achievements inside and outside the western world by women and men.
13. The curriculum encourages a concern for the welfare and rights of all members of society.
14. Achievements in all areas of the curriculum are valued equally and this is reflected in the school's reward system.
15. All new building work within the school will allow for access by wheelchair users. Any adaptation for the existing buildings will be considered according to needs of the individual concerned and within financial constraints. No person would be excluded from using the premises, due to disability, without very careful consideration by the Governing Body who would have sought guidance from relevant Cheshire County Council Education Officers.
16. The Governors operate an equal opportunities employment policy for all employees.(See separate policy document.)

Resources

Resources should:

1. be free from bias and stereotype,
2. contain positive images of disadvantaged groups,
3. reflect the full diversity of society: being ethnically aware, disability and gender aware,
3. approach topics from a whole-world perspective,
4. reflect cultural diversity,
5. provide for all pupils according to their needs.

Some resources may be deliberately selected by teachers because they do show bias and stereotype. These may be used in lessons such as history, for example newspaper report 'Get back to your knitting' from 1939-45 critical of women's

work for the war effort. These are used to explore how society changes and how what is acceptable changes.

Staff

The procedures for the appointment of staff should fully reflect the principles and practice implicit in this document. Staff should be aware of their important influential role in the creation and shaping of attitudes in children.

Staff should be mindful of their unintentional actions. For example in lesson starters or plenaries are girls or boys contributing more significantly as a group? Are a less vocal group encouraged to participate?

Parents

Parents are made aware of the school's commitment to equal opportunities through the learning portal and prospectus.

Review

This policy should be reviewed, every three years or when necessary by staff and governors.

Approved by Governors:

Review Date