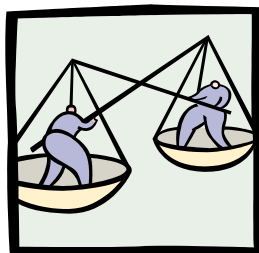


EQUAL OPPORTUNITIES POLICY

DATE ADOPTED	Autumn 2013
LAST REVIEWED	Autumn 2023
AUTHOR/OWNER	M Joule
REVIEW CYCLE	Annual
NEXT REVIEW DATE	Autumn 2024

## **Equal Opportunities Policy (including gender and race equality)**



### **Winsford High Street Community Primary School**

#### **What are Equal Opportunities?**

Equality of opportunity is concerned with justice for all, raising expectations, and enabling each individual to fulfil his or her potential. 'Equal opportunities' is freedom from discrimination on the grounds of race, language, gender, class, lifestyle, cultural background, age, sexual orientation or disability.

#### **Our aims for the children at Winsford High Street**

At Winsford High Street we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

#### **Putting our aims into Practice**

We will strive to organise our school in such a way that the learning environment upholds our belief of equal opportunity. We will try to ensure that:

- positive visual images are given for people of both sexes and all ethnic groups, with or without disabilities
- Collective Worship themes, topics and displays which draw on a wide range of sources are included
- literature and multi-media which reflect the variety of people, homes and families are provided
- songs, rhymes, music and musical instruments from a wide range of cultures are experienced
- resources for imaginative play which allow children to explore a range of roles are available, including those of the other sex and cultures
- activity areas are arranged in a way which do not restrict access for children or adults with disabilities
- we attempt to pronounce people's names correctly. The decision to use a nickname is the prerogative of the nicknamed
- racist language is categorically rejected
- attention is paid to spelling names correctly at all times
- that bi-lingualism is seen as an asset
- that bi-lingual pupils and parents are supported with interpreters when necessary
- we do not regard lack of fluency in English as an indication of poor potential
- assumptions are not made about a child's potential based on home circumstances or social class
- no pupil will be excluded from receiving the curriculum or privileges on the basis of gender
- that staff, parents and pupils understand that boys and girls should display equally high standards of behaviour
- that the behaviour of any one child does not prevent other children from accessing and enjoying our learning environment

- that we give our time fairly to each child, ensuring that the undemanding child is not overlooked
- that children with special needs will not be removed from assemblies more than is absolutely necessary
- that children with physical disabilities must have access to all tools and instruments and given appropriate support
- that all policies will reflect the equal opportunity aspect within them.

### **Aims of the Equal Opportunities Policy**

It is the aim of the school to:

- Provide equal educational opportunities for all children
- Counter discrimination based on class, gender, faith, race, language, or disability
- Promote mutual understanding, tolerance and respect among pupils of all backgrounds
- Monitor and evaluate this policy and effect appropriate change as and when necessary.

### **Statements of Principle**

- Discrimination on the basis of race, language, gender, class, lifestyle, cultural background, age, sexual orientation or disability.
- Every pupil and teacher endeavours to further this objective by personally contributing towards a happy and caring environment and by showing respect for and appreciation of each other as individuals
- The primary objective of this school is therefore to educate, develop and prepare all our pupils, whatever their sex, colour, origin or ability, as future citizens of the world
- All staff practise an equal opportunities' philosophy
- The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society.
- The school is committed to emphasising the common elements and values of different cultures rather than highlighting conflicting areas
- The school is committed to encouraging all our children to value, respect and celebrate cultural and faith diversities.

### **The Need for an Equal Opportunities Policy**

We believe that our Equal Opportunities Policy should extend to all pupils, staff (teaching and non-teaching), parents, visitors and contractors to our school.

### **Staff**

An effective opportunities policy enables employers to ensure, as far as possible, that they do not practise unlawful direct or indirect discrimination and that they make the best use of their existing and potential work force. An equal opportunities policy enables employers to develop good employment practices in respect of all employees regardless of their race, language, gender, class, lifestyle, cultural background, age, sexual orientation or disability.

### **Pupils**

The policy should ensure that:

- All pupils have equal access to the whole curriculum
- All information provided for parents clearly states that all subjects and facilities are equally available to all
- The issue of stereotyping will be brought to pupils' attention and that teaching materials do not reinforce stereotypes
- Equality of opportunity permeates the whole curriculum and is regularly reviewed.

## **Equal Opportunities – Gender**

We recognise that a child's self-perception can be influenced by his/her environment and so we aim to enhance our children's self-esteem and confidence by positively working to reduce any gender bias and promoting equality of opportunity. At the same time, we are aware that as children mature and their relationships with peers of both sexes develop, their perception of sex roles alters. We also recognise that such perceptions are influenced by other factors including home, peer groups and the media.

Children of both sexes have equal opportunity within and equal access to all areas of the whole school curriculum. This includes both the National Curriculum subjects; other subject areas currently outside the National Curriculum, Early Years Foundation Stage Curriculum and areas such as extra-curricular activities. Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.

Children and all staff are encouraged to value each other and build up and maintain cooperative working relationships both within school and in the community, such relationships being based on mutual respect for each other.

Any differences involving gender, which arise inside or outside the classroom, are dealt with sensitively and are discussed with the children.

All teaching and non-teaching posts are not sex specific. Both men and women are encouraged to teach all age groups and each Key Stage. All staff have equal access to In-Service training and posts of responsibility. All members of staff regularly review practices and approaches involving equal opportunity in terms of gender issues.

## **Equal Opportunities – Race**

We aim to prepare all children for life in a multi-cultural society, building upon the strengths and richness of cultural diversity.

To do this we must ensure that:

- a) Each person retains the security and self-confidence deriving from her/his own culture while furthering her/his ability to participate fully in the community as a whole
- b) Groups achieve recognition of their identity as valued elements within diverse but mutually supportive society
- c) We recognise that racism affects everyone by preventing the individual's full development and to acknowledge that tackling racism is everyone's responsibility
- d) We provide for all the individual needs of the learners, having regard to their ethnic, religious, linguistic, cultural and historical background
- e) To ensure that the learning experience is free from bias in its portrayal of either ethnic minorities or the majority culture
- f) To promote a positive ethos based on values such as respect, empathy and understanding which contribute to racial harmony, justice, equity and equality
- g) Display work within the school should actively reflect the multi-cultural society we live in.

## **Equal Opportunities – Special Educational Needs/Disability**

The National Curriculum and Early Years Foundation Stage Curriculum will be made available for all pupils. Where pupils have Special Educational Needs/Disability a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENCo will keep 'Child Profiles' of the pupils' Special Educational Needs, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Also see Winsford High Street's Special Educational Needs & Inclusion Policy.

## **Discrimination**

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, hall, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

### **Pupils**

All incidents are logged and referred to the Headteacher and consideration is given to involving the parents. Parents should be aware of the school's commitment to equal opportunities.

### **Staff**

The school values diversity amongst staff. In all staff appointments, the best candidate will be appointed, based upon strict professional criteria. All staff should be aware of possible cultural assumptions and bias within their own attitudes.

## **The Curriculum**

All pupils must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive, and must reflect sexual and cultural diversity.

The school will aim to:

- Provide equal access to, and positive encouragement in, curriculum opportunities for all pupils
- Encourage pupils and staff to question conscious or unconscious attitudes and assumptions in themselves and others, which might lead to prejudice
- Ensure that staff are aware of the extent to which their own perceptions and unspoken expectations relating to the curriculum may influence pupil achievement

## **Resources**

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins. Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural, multi-faith (in line with the agreed syllabus for RE) and non-sexist, containing positive images of all groups. Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

## **Classroom Management and Teaching Strategies**

The school recognises that it is not enough to provide a curriculum and leave learners to benefit from it, but that the teacher's role is to promote access to that curriculum.

To this end, staff will aim to:

- Deal immediately and firmly with any incidents of blatant discrimination such as name-calling, taunting or sarcasm based on race, faith, gender or disability. Covert discrimination will not be tolerated – to ignore is to condone
- Offer opportunities for success equally to all pupils in all subjects, practical tasks and group work
- Attempt to give equal attention to all pupils
- Address equality issues within the hidden curriculum of a) staff attitudes to pupils e.g. seating plans, physical tasks, carrying messages b) staff expectations – expectations of pupils' achievements should be based on ability, not gender, ethnicity, disability or socio-economic background
- Select and if necessary, update all materials/resources to be used in the classroom, and remove any which only serve to foster negative images.

### **The Role of the Governing Body**

As a result of recent legislation, school college and governors have increased responsibilities for education in their institutions. These include duties concerning:

- Employment • admissions • exclusions • resource allocation • implementation of the National Curriculum

Our Governing Body takes this responsibility most seriously and endeavours to ensure that they discharge their responsibilities without sexual discrimination.

### **Working Within the Law**

Anti-discrimination laws in the United Kingdom are designed to eliminate discrimination in employment and education on the grounds of race and sex.

The race Relations Act 1976 makes it unlawful for an employer to discriminate against a person on racial grounds in recruitment, promotion, transfer, training, terms and conditions of employment or dismissal.

The Sex Discrimination Act 1975 makes it unlawful for an employer to discriminate against a person on the grounds of sex or marital status.

The Special Educational Needs and Disability Act (SENDA) 2001 brought in laws and measures aimed at ending the discrimination, which many disabled people faced. The Act gave disabled people new rights in the area of employment.

In addition, the Equal Pay Act 1970 (amended 1984) requires employers to give equal treatment in respect of pay, terms of contract and employment to men and women doing the same or broadly similar work. Under the terms of 1984 amendment, equal pay must also be given for work of equal value in terms of skill, effort, decision-making or other issues.

Classification by sexuality (bisexual, homosexual, gay, lesbian, heterosexual) for purposes of employment, professional responsibility or opportunity demonstrates discrimination. Similarly, sexuality should not be used to discriminate amongst pupils and students.

2010 Equality Act

2015 SEND Code of Practice

**Success Criteria**

This policy's aims and practices should be seen across the curriculum and in every facet of school life and embraces the principles of Every Child Matters.

Reviewed: Autumn 2023

Chair of Governors: David Stott