



Frances Olive Anderson Church of England Primary School Equal Opportunities Policy

Approved by the Governing Body on:	
Signed	
Review Date	

Statement of Intent

"To nurture talents and strive to ensure that every individual achieves their potential"

We believe that we can only hope to truly realise this at Frances Olive Anderson C of E Primary School if we properly allow for equal opportunities.

Aims

In accordance with the Protected Characteristics in the Equality Act 2010, at Frances Olive Anderson C of E Primary School we do not discriminate against anyone, be they staff or pupil, on the grounds of their:-

- a) Age
- b) Disability
- c) gender reassignment
- d) marriage and civil partnership
- e) pregnancy and maternity
- f) race
- g) religion or belief
- h) sex
- i) sexual orientation

- We promote the principles of fairness and justice for all through the education that we provide in our school
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of our community and show respect for all minority groups.



- We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Equal Opportunities – Gender

We aim, within Frances Olive Anderson C of E Primary School to provide equality of opportunity for all children whatever their gender. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes and practices – in particular those relating to gender – do not prevent any child from reaching their potential. 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. Certain strategies are employed to ensure that the cross-curricular dimension of equal opportunity permeates all of the life and work of the school.

Children of both sexes have equal opportunity within and equal access to all areas of the whole school curriculum. This includes both the Programmes of Study and Attainment Targets for the National Curriculum subjects; other subject areas currently outside the National 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. They are equally encouraged to have a voice in roles such as Team Captains and School Council.

- Efforts are made to recognise and be aware of the possibility of gender bias in both our teaching and learning materials and our teaching styles
- Materials are carefully selected for all areas of the curriculum so as to avoid sexual stereotypes and gender bias. From starting school, pupils are encouraged to play and engage with all equipment/toys and no prejudice or remarks are made when for example; boys play with dolls or dress up as a girl or girls play with cars or dress up as boys
- Teacher time, attention and all resources are given equally to boys and girls
- All children are encouraged to work and play freely with others of both sexes
- Opportunities are given for children to work with teaching and non-teaching staff of both sexes

Teaching and other groupings such as assembly seating, lines for dismissal, classroom seating and playground areas are organised on the basis of criteria other than gender, for example, age, ability, friendship.



Equality between the sexes is recognised when giving/delegating responsibility and noting the achievements of both staff and children.

- The School Behaviour Policy Discipline procedures – notably rewards and sanctions are the same for both sexes
- Our school uniform policy reflects equality of opportunity for all children
- Children and all staff are encouraged to value each other and build up and maintain co-operative 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 – Disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended *Disability Discrimination Act* that came into effect in September 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

In concordance with the School's SEND Policy, Frances Olive Anderson C of E Primary School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

At Frances Olive Anderson C of E Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Due regard is always made to accommodate the needs of all pupils, including those with physical or emotional disabilities. The school is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning. This includes:-



- Making physical adaptation to the school layout e.g. ramps, widening corridors/door entrances
- Providing disable toilets, changing facilities and shower facilities
- Specialist desks, chairs and other furniture/equipment as and when necessary for pupils with specific physical needs.
- Working with outside agencies such as Autism Outreach, Hearing Impairment and Diabetic teams, to ensure that all pupils' needs are being successfully supported.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials or the classroom layout. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children is reasonable adjusted and:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Equal Opportunities – Race

In accordance with the Race Relations Amendment Act 2000, we aim, at Frances Olive Anderson C of E Primary school to ensure that our expectations, attitudes, and practices – in particular those relating to race – do not prevent any child from reaching their potential.

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 self confidence by positively working to reduce any race bias and promoting equality of opportunity.

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. The school will follow the LA Guidelines in dealing with incidents of racial harassment.

We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people. We aspire 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 raise the achievement and attainment levels of ethnic minority learners in all areas of the curriculum
- g) To monitor and evaluate this policy and effect appropriate changes as and when necessary
- h) To promote a positive ethos based on values such as respect, empathy and understanding which contribute to racial harmony, justice, equity and equality
- i) To ensure that all staff have access to Equal Opportunities training
- j) Display work within the school should actively promote race equality

Any incident of racial harassment is unacceptable at Frances Olive Anderson C of E Primary School. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or SLT and inform her of the action taken
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident file, which is located in the Headteacher's office
- inform both sets of parents, if appropriate.

All racist incidents will now be recorded and reported to the governing body by the head teacher.

Equal Opportunities - Religious or Belief.

Although our school is not deemed as a specific religious or faith school, the LA Admissions Policy means that children of all faiths or no faith may apply for a place at our school and that 'faith' or 'no faith' criteria do not feature in the procedure.

Parents have the right to withdraw their children from RE or Collective Worship in accordance with our RE and Collective Worship Policies. The content of RE reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account



of the teaching and practices of the other principal religious traditions represented in Great Britain;

We promote respect, sensitivity and cultural awareness by teaching about the religions represented in the region and the country and develop the ability of pupils to think about, and develop for themselves, beliefs and values by which they can live through studying concepts like celebration, the sacred, authority, religious belief and lifestyle, and through exploring the fundamental questions of life.

Behaviour whereby children of faith or no faith have reason to feel threatened by actions or remarks that devalue their beliefs is not tolerated and is dealt with in line with our behaviour policy.

Equal Opportunities in Action

Admission

The schools admission policy does not permit sex, race, colour or disability to be used as criteria for admission.

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 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.

Governing Body

The governing body seeks to ensure that there are equal opportunities for all groups and they 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 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 age, disability, gender reassignment, parent's marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. 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.

Parents

At Frances Olive Anderson C of E Primary School we aim to treat all our parents equally and fairly and we value and welcome their diversity. The Headteacher offers an open door policy to parents who may want to share any concerns and any allegations of discrimination are dealt with either by the Headteacher or Governors.

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. Every effort will be made to ensure that the curriculum provided reflects the School's policy on respect, empathy and understanding. Such a curriculum will then provide opportunities for all learners to achieve and for all others to value such achievements.

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

Our school 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.

The Hidden Curriculum

The last few years have seen a wealth of new research studies which demonstrate convincingly the variety of ways in which some girls and boys, men and women, still wrongly believe that

- education serves a different purpose for them depending on which sex they are
- certain subjects or activities are not suitable for them (e.g. boys are good at science, girls re good at reading)
- girls and women are inferior to boys and men

At Frances Olive Anderson C of E Primary School it is stressed that these forms of discrimination and stereotyping are for the most part quite unintentional but are,



nevertheless, undesirable and harmful to the intellectual and social development of pupils. As children grow older, their ideas of sex roles begin to be more influenced by factors beyond the home, the most significant of these influences being the school, the peer group and the media. Since the only factor controlled by teachers is the school, every effort is made to present a non-discriminatory environment. Many small but significant procedures can affect the development of a non-discriminatory environment. These include:

- school organisation
- dress
- television, books and other learning materials
- discipline
- teacher attention
- adult role models

Visits, Community Projects, Out of School Activities

All visits are open to pupils of both sexes. All recreational, sport and social facilities and out of school activities are likewise equally available to both sexes. Pupils of both sexes are afforded equal access to all benefits, facilities and services provided by our school. Decisions on discipline and dress for girls and boys have been made on non-discriminatory criteria.

Monitoring and Review

It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

This policy will be reviewed annually.