

# Greenvale Primary School



## Equal Opportunities Policy

Policy Date	September 2019
Signed by Head Teacher	Mrs A Allnutt
Review Date	September 2022



## **Greenvale Primary School Equal Opportunities Policy**

Policy Owner – Mrs Amanda Allnutt, Head Teacher & Governing Body

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### **Section 1 – Monitoring and Linked Policies for Further Consideration**

- The Head Teacher will monitor the application of this policy and take appropriate steps to ensure that it is operating effectively.
- This policy will be reviewed bi-annually to ensure its effective application.
  - This policy is consistent with the schools' General Data Protection Regulation (GDPR) Policy

Linked Policies

- General Data Protection (GDPR) Policy

### **Section 2 - Statement of Values**

- 2.1 The school is opposed to racist and sexist attitudes and practices.
- 2.2 We are fully committed to the active promotion of equal opportunities.
- 2.3 We believe all people are equal whatever their race, culture, ability, gender, social class or religion and that differences must be respected and valued.
- 2.4 We are determined to make all efforts to prevent discrimination against staff, families and children whatever their race, culture, religion, colour, sex and disability.

### **Section 3 - Statement of Intent**

- 3.1 To ensure that the School provides a welcoming environment to all users regardless of race, sex or disability.
- 3.2 The School will respect and be sensitive to ethnic and cultural diversity, stereotyping and disability.
- 3.3 Racist and sexist attitudes and comments will be challenged with staff, parents and children.
- 3.4 To ensure that all children have equal access to the whole curriculum.
- 3.5 Resources and displays will reflect and promote our anti-racist policy and represent gender and disability in a positive way.
- 3.6 We are committed to providing the best possible education for all children attending Greenvale Primary School. We will ensure that all children have the opportunity to take part in the full range of curriculum experiences provided by the school and to develop their full potential in an environment that challenges discrimination on the ground of age, ability, race, ethnic background, sex, sexuality, class, income or religious affiliation.

### **Section 4 - Issues Related to Equal Opportunities and Their Effect on Pupils Access to The Curriculum and Achievement.**

- 4.1 Discrimination is the unfair treatment of any group or individual. In school we need to be aware of discrimination on the one hand and equal opportunities on the other.

### **Section 5 - Old People and Children**

- 5.1 Ageism is discrimination on the grounds of a person's age. Old people may be stereotyped as weak and helpless, the young as being unable to act responsibly. Ageism can affect the way we relate to children, parents, visitors and colleagues. It devalues people's skills and so disempowers them.

### **Section 6 - Women**

- 6.1 Sexism is a belief in the superiority of men over women; it is perpetuated by the political, educational, economic, legal and social structures of society. We aim to challenge and prevent sex stereotypes which limit adults and children alike and which prevent the full development of both boys and girls.

### **Section 7 - Lesbians and Gay Men**

7.1 An individual's sexual orientation is not a ground for discriminatory treatment. Name calling, graffiti or prejudicial remarks will not be tolerated in school.

### **Section 8 - Pluralistic Society**

8.1 We live in a pluralistic society in which children will grow up in many different types and forms of family reflecting a range of values and beliefs. We need to recognise and be sensitive to these whilst acknowledging that the needs of children must be our prime concern.

### **Section 9 - People with Disabilities**

9.1 People with disabilities are stereotyped as helpless and dependent, their strengths and abilities are ignored. Access to buildings, transport, entertainment, employment and so on is either very difficult or denied to them. It is important that we learn to understand and respect the many different abilities that people have. The school will provide an environment and resources, which encourage equal access to the curriculum.

### **Section 10 - Socio-economic Groups**

10.1 The occupation, educational background, income, cultural interests, accent and values of an individual may lead to them being stereotyped and discriminated against. In school we must challenge this discrimination.

### **Section 11 - Summer Born Children**

11.1 While they are not an overtly recognisable group, summer born children are disadvantaged within the education system and nationally perform less well than children born earlier in the same academic year. In school we need to compensate for this disadvantage.

### **Section 12 - Monitoring Children's Achievements**

12.1 Children achieve most when learning intentions are shared with them and are encouraged through the celebration of success. Children need to know that their parents are working with the school in partnership. Parents should let their children know they are proud of their achievements.

12.2 Records are kept of children's progress.

### **Section 13 - The School Environment**

- 13.1 The school environment should reflect the cultural and linguistic diversity of the children and their families. Materials displayed should exemplify the pride we feel in our school, the standards we expect and the quality of work achieved.
- 13.2 Children should play a part in the planning, preparation and presentation of displays.

### **Section 14 - Planning of Work**

- 14.1 School will provide a broad and balanced curriculum for all pupils, providing effective learning opportunities for all pupils.
- 14.2 Setting suitable learning challenges.
- 14.3 Responding to pupils diverse learning needs.
- 14.4 Overcoming potential barriers to learning.

### **Section 15 - The School Environment**

- 15.1 The school environment should reflect the cultural and linguistic background of the children and their families. Materials displayed should exemplify the pride we feel in our school, the standards we expect and the quality of work achieved.
- 15.2 Children should play a part in the planning, preparation and presentation of displays.
- 15.3 Adults in school give good positive role models to children and do not perpetuate stereotypes.

### **Section 16 - Staffing and Governing Body**

- 16.1 We aim to ensure that the staffing of the school and the composition of the governing body reflects the diversity of the society of which the school is a part.

### **Section 17 - Staff Development on EO Issues**

- 17.1 Attitudes to develop
  - 17.1.1 As a staff we try to be aware of our own attitudes and prejudices to ensure that this policy is put into force with maximum effect.
  - 17.1.2 We monitor and examine our own attitudes to be aware of change or the need for change.
  - 17.1.3 We are open to the influence of the community in which we work.
  - 17.1.4 We encourage children to have a positive self image and be confident and independent learners.

17.1.5 We encourage children to think of and value others.

17.1.6 We encourage children to express their feelings and provide opportunities for this to be done in an atmosphere of safety and security.

17.2 We see bilingualism as a strength and encourage families who have access to a language other than English to maintain and develop that language.

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