

Policy Agreed: December 2019

Review Date: September 2020

Equal Opportunities Plan

2019-2020

Our commitment to this Equal Opportunities Policy is an integral part of our statement of ethos and values. Our Christian ethos enshrines the right of every child to be respected as an individual, regardless of gender, ability, religion and culture.

Rationale

This policy recognises that all members of the school community are unique and individual and all members are of equal value.

We believe that in order to value others, children must first value themselves. The building up of each child's self-esteem is, therefore, of paramount importance in all that we do.

This policy addresses the issues of gender, ethnic, religious and social background, disability, special needs and behaviour.

This policy requires the development of positive attitudes unhampered by any form of stereotyping.

Aims

We aim

- to provide an environment in which all members of the school community are treated considerately, with respect and with care
- to provide all members of the school community with the fullest possible opportunities for personal development
- to ensure that all students have equal access to all curriculum areas
- to encourage our children and the whole school community to welcome and value diversity and difference, but also to recognise that which all people hold in common
- to provide a curriculum which supports and encourages equal opportunities for all.

This policy should be reflected in the structure, organisation and management of the school. Wherever possible, the children will be involved in sharing responsibility for these areas.

Strategies

All curriculum areas need to develop strategies for equal opportunities.

Positive action taken to redress imbalance e.g. gender attitudes to play corner, IT, Science.

Ensure a variety of safe recreation areas allowing for different kinds of play. Be aware of possible gender dominance in some areas.

Involve support staff in the policy in developing attitudes to behaviour, bullying, racist incidents, expectations of social background and acceptable language.

This involvement could take the form of attendance at training days, staff meetings, assemblies, governors meetings.

Consult with and involve governors and parents, including parent helpers.

Review resources in classrooms:

- provide positive non-stereotypical images
- be aware of resources which may have stereotypes or caricatures of gender or race

Monitor displays around the school:-

- is there a balance between boys and girls?
- are there faces from a wide range of ethnic backgrounds?
- are able bodied and disabled people featured?

Discuss unspoken assumptions about how we treat different groups, including behaviour management strategies and expectations of boys/girls.

Challenge racist and sexist comments.

Develop a school approach to dealing with bullying, including name calling, racist and sexist incidents or comments.

Have high expectations of all students.

Monitor materials produced by school/by governors eg newsletters, press releases etc.

Openly address and focus on equal opportunities issues in teaching.

Racial Equality

We recognise that it is vital in a school with few or even no children from minority groups to actively promote awareness and understanding of racial equality.

We have a specific Racial Equality school policy and action plan. For detailed guidance on race equality issues, see Learning for All in Dorset (copy available in staff room).