

# EQUAL OPPORTUNITIES POLICY



**Stonehouse Park**  
**Infant School**

January 2018

## **Introduction**

This policy statement outlines the commitment of the staff and Governors of Stonehouse Park Infant School to ensure that equality of opportunity is available to all members of the School and Children's Centre community. These include:

- Children
- Teaching staff
- Support staff
- Parents
- Governors
- Visitors to the School
- Students on placement.

Equal opportunities should permeate all aspects of School and Children's Centre life, and is the responsibility of every member of our community.

This policy statement reflects the consensus of opinion of the whole School. It has been drawn up as a result of discussion within a working party made up of representatives of teaching and non-teaching staff, parents, governors and child representatives.

The implementation of the policy is the responsibility of all individuals within the School. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the equal opportunity co-ordinator Mrs R.Edwards.

Members of the School should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social background
- Ability/Disability
- HIV/AIDS
- Belief
- Age
- Marital status
- Nationality/Citizenship
- Sexual orientation.

In the context of the School we feel the most appropriate definition is that:  
Equal opportunity is the right of everyone to equal chances,  
And each individual is respected for who they are.

## **Ethos and Atmosphere**

- At The Park Infant School we are aware that those involved in the leadership of the School are instrumental in demonstrating mutual respect between all members of the School.
- There should be an 'openness' of atmosphere which welcomes everyone to the School .

- ❑ The children are encouraged to greet visitors to the School with friendliness and respect.
- ❑ The displays around the School are of high quality and reflect diversity across all aspects of equality of opportunity.
- ❑ Vehicular access to a school door can be easily arranged for disabled visitors.
- ❑ Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

### **Learning Environment**

- ❑ There is a consistently high expectation of all children regardless of age, gender, ethnicity, ability or social background. All children are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- ❑ Staff enthusiasm is a vital factor in achieving a high level of motivation and good results from all children.
- ❑ The adults in the School try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- ❑ The School places a very high priority on the provision for special educational needs. We aim to meet all children' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy).
- ❑ The School provide an environment in which all children have equal access to all facilities and resources.
- ❑ All children are actively involved in their own learning.
- ❑ A range of teaching methods is used throughout the School to ensure that effective learning takes place at all stages for all children.

### **The taught curriculum**

- ❑ At Stonehouse Park Infant School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross-curricular themes in line with the National Curriculum.
- ❑ Our planning takes account of the differing needs of children and their progression.
- ❑ We have a commitment to constantly evaluate our curriculum outcomes to ensure that what is planned takes place.

### **Resources and Materials**

The provision of good quality resources and materials within Stonehouse Park Infant School is a high priority. These resources should:

Reflect "the reality of an ethnically and culturally diverse society"

Reflect a variety of viewpoints

Show positive images of males and females in society including disabled people

Reflect non-stereotypical images of all groups in a global context

Include materials to raise awareness of equal opportunity issues

Be equally accessible to all members of the School consistent with health and safety

Not include explicitly or implicitly racist or sexist materials.

### **Language**

At the Park Infant School we recognise that it is important that all members of our community use appropriate language which:

Does not transmit or confirm stereotypes

Does not offend

Creates and enhances positive images of particular groups identified at the beginning of this document

Creates the conditions for all people to develop their self-esteem

Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.

### **Organisation of Learning**

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

At Stonehouse Park Infant our environment is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the children to encounter people from other cultures. We do this by:

### **Extra-curricular provision**

It is the policy of this School to provide equal access to all activities from an early age e.g. sewing club, girls playing football, and mixed teams wherever possible.

We undertake responsibility for making contributors to extra-curricular activities aware of the School commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with guidelines drawn from this policy.

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

### **Provision for Bilingual children**

We undertake at Stonehouse Park Infant School to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

Children whose home language is not a standard form of English

Children for whom English is an additional language.

Traveller children

Those from refugee families

While there is a need for children to learn to communicate in Standard English we believe that their home language should be celebrated and respected.

### **Staffing and Staff Development**

We are bound by the legal requirements of the Sex Discrimination Act 1975, the Race Relations Act 1976, and the Disability Discrimination Act 1995 and guided by the Gloucestershire Policy on Equal Opportunities in Employment.

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female staff at both key stages

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of children in the various dimensions of equality of opportunity.

### **Harassment and Bullying**

It is the duty of this School to challenge all types of discriminatory behaviour e.g.

Unwanted attentions (verbal or physical)

Unwelcome or offensive remarks or suggestions about another person's appearance or character.

The School has a clear, agreed procedure for dealing with incidents such as these (see Behaviour Policy and also Gloucestershire document on Racial Harassment in Education – Good Practice Guide for School).

### **Parents and the Wider Community**

We aim to work in partnership with parents to help all children to achieve their potential

We wish to affirm our continuing commitment to reach out to other cultural groups within our immediate community and beyond.

### **Monitoring and Review**

Equality of opportunity is identified as an area requiring careful and ongoing monitoring in the School Development Plan.

The members of staff responsible for co-ordinating the monitoring and evaluation of the policy is Mrs Edwards. They will be responsible for:

- Leading discussions in designated staff meetings, which will include support staff, to discuss issues of equal opportunities within the School.
- Working closely with the Governor responsible for this area.
- Monitoring of the following, which will enable the School to see where equality of opportunity needs to be more intensely focused:
  - SATs results
  - Participation in extra-curricular activities
  - Exclusions and truancy
  - Continuous assessment of children's learning
  - Racist and sexist incidents
  - Results from screening for specific learning needs
  - Attendance.