

## Equal Opportunities Policy

### Introduction

The Grange Primary School is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip pupils with an awareness of our diverse society and to appreciate the value of difference.

Every member of our school is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability. Every aspect of The Grange Primary School activity has an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and pupils. The Grange Primary School's environment influences the developing attitudes of the pupils within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

We live in a society where disability discrimination segregates and isolates people from their communities. The Grange Primary School aims, through its proactive approach to inclusion, to enable our pupils to an equality of access to their communities. Addressing fundamental prejudices against disability in both pupils and adults is a core "hidden" element of our inclusive work.

### Our Aims

Our aims wherever possible are:

- to ensure that pupils and staff recognise that discrimination on the basis of colour, culture, origin, sex or ability is not acceptable;
- to provide an environment in which all pupils and staff feel safe enough to express and question views;
- to ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development;
- ensure the principles and practice of equal opportunities apply to all members of the school community: pupils, teaching and non-teaching staff, parents/carers, governors and visitors;
- Equal Opportunities practices should be evident in<sup>[SEP]</sup>a) the formal curriculum (the programme of lessons);<sup>[SEP]</sup>b) the informal curriculum (extra-curricular activities); c) the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).
- to educate, develop and prepare all our pupils for life whatever their sex, colour, origin, <sup>[SEP]</sup>culture or ability.
- pupils and teachers contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;

- pupils are seen as individuals and each child's education and care is to be developed in direct relation to their needs and abilities; this ecliptic approach is to be based upon sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions, behavioural methods, medical and diagnostic issues.

## Policy into Practice

### . a) Admission <sup>[L]</sup><sub>[SEP]</sub>

The Grange Primary School follows the LA and Governing Body Admission Policies that do not permit sex, race, colour or disability to be used as criteria for admission.

### . b) Registration <sup>[L]</sup><sub>[SEP]</sub>

Pupils and staff names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.

### . c) Discrimination <sup>[L]</sup><sub>[SEP]</sub>

-All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and insignia on clothing and equipment are forbidden in school.

-Staff should be aware of possible cultural assumptions and bias within their own attitudes. In all staff appointments the best candidate will be appointed based on strict professional criteria.

-Parents/carers should be aware of the school's commitment to equal opportunities. <sup>[L]</sup><sub>[SEP]</sub>All cases of discrimination or prejudice should be taken seriously and dealt with, as appropriate, according to existing sanction procedures. A record of incidents should be kept.

### . d) Language <sup>[L]</sup><sub>[SEP]</sub>

The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.

### . e) Culture, Class and Race <sup>[L]</sup><sub>[SEP]</sub>

The Grange Primary School:

- acknowledges that members of the school come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there

is social, religious and racial harmony;

- recognises the inequalities of opportunity which exist within society for individuals and groups and are determined to take positive action to enable every individual to raise his/her self-esteem, expectations and performance so as to have wider choices in life;<sup>[1]</sup><sub>[SEP]</sub>
- understand the need to be different without being excluded;
- value the history, experience and contribution of our multi-cultural community and seek to express this in the curriculum and life of our school;
- try to counter negative, patronising and stereotyped views: a prime cause of prejudice is ignorance and misunderstanding;<sup>[1]</sup><sub>[SEP]</sub>
- make use of the Multi-Cultural / Multi-Faith diverse society of the local area to obtain advice and teaching support;
- will not tolerate racist behaviour in any form.

#### f) Gender

The Grange Primary School:

- accept that there are gender inequalities in our society, which impose limits, particularly on expectations and behaviour, so we constantly examine our curriculum, procedures and materials for gender bias or inequality;
- encourage pupils to be aware of the rigid sex stereotypes presented by, for example, the media;
- committed to providing a curriculum, which avoids unnecessary historical gender divisions;
- pupils all experience subjects previously considered to be suitable for a single sex.

We try to ensure that:

1. teachers allocate their time fairly between the sexes;
2. all pupils have opportunities for working with pupils of both sexes;
3. we break down traditional sex stereotypes (for example by not asking boys to move furniture while girls tidy up);
4. pupils are encouraged to pursue less conventional subjects and interests;
5. we do not differentiate between the sexes in respect of our school uniform.

### **g) Religion**

We acknowledge that members of the school come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on an understanding of and respect for the beliefs and practices of others. With regard to the teaching of RE we consider that the role of the teacher is that of educator and not that of evangelist. We do not seek to make pupils religious, but to teach them about religion and a variety of beliefs.

### **h) Resources**

The Grange Primary School's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origin. Resources are to reflect cultural and racial backgrounds of pupils to support positive self-imagery. We try to ensure that our resources include non-sexist books, which value the achievements of women as well as men. Displays will similarly reflect a range of cultures and races. All materials in use at The Grange Primary School will be monitored. Both libraries resources are monitored and updated regularly to reflect equal opportunities.

### **i) Relationships**

Relationships between staff, pupils and the Senior Leadership Team (SLT) should be such that any member of the school acting in a manner contrary to the spirit of this policy is made aware of the unacceptable nature of his/her behaviour. This should be done in a supportive manner to encourage change and reinforce the principles of this policy. When it is uncomfortable or inappropriate to address the issue between staff then the SLT must be made aware of the incident and address the incident with the staff or pupil involved through supervision. In extreme circumstances formal procedures may be taken by the Head Teacher in line with North Lincolnshire's Grievance Procedures.

### **j) Appointments**

The head teacher and SLT should ensure that in recruitment procedures any advertisements, short-listing and interview procedures are without any hint of direct or indirect discrimination. During employment it would be unlawful to discriminate in the way opportunities for promotion, transfer or training were offered. It is also unlawful to discriminate in dismissals, particularly in redundancy dismissals.

### **Awareness of the Policy**

Parents/carers and pupils should know that the school has an equal opportunities policy and is committed to equality of opportunity for all pupils.

The Governing body and the head teacher should actively promote and implement this policy. Only if there is transparency in the dealing with staff issues will colleagues feel

comfortable with the outcomes.

### **Monitoring and Review**

The Grange Primary School monitors the impact of their policies and procedures on different groups (by race, gender and disability) and the effectiveness of such policies are assessed through the school's self evaluation procedures.

Reviewed: *October 2018*

*Full Governors' meeting: 7<sup>th</sup> November 2018*