

Equal Opportunities Policy

January 2018

Nurturing the potential of all, striving to be the best we can be.

Enjoy, Learn, Achieve

This policy should be read in conjunction with the Equality Policy and Accessibility action plan with deals specifically with Special Educational Needs and Disabilities (SEND).

All staff accept that Equal Opportunities is a collective responsibility that we share both within our personal lives and in our day to day teaching duties and communication with children.

Our Governors' statement of school aims embraces all areas of equality of opportunity. We have high expectations of all our pupils and aim to enable them to fulfil their potential. We prepare them to live in a multi-ethnic society and challenge prejudice wherever it occurs.

There are several aspects of our practice that are examined in detail:

- The Curriculum
- The care and support of pupils and staff
- Resources
- English as an Additional Language

The Curriculum

There are several areas under this heading which have been considered:

The Curriculum itself

- Subject leaders have devised programmes of study for each curriculum area in line with The National Curriculum. This is scope within these programmes for class teachers to ensure a positive and authentic portrayal of people with disabilities, of both genders or different race or religion.
- Staff will look and plan for opportunities within the curriculum to focus on and discuss equal opportunity issues and monitor this work.
- Staff will provide the most balanced, accessible curriculum possible to ensure that each child's needs are catered for.
- Extra-curricular activities and outdoor pursuits are equally available to boys and girls and pupils of different races or religions.

Groupings

When organising children we need to encourage them to work co-operatively and collaboratively. In doing this we should be aware of variable groupings and allow for flexibility;

- Friendship groups
- Mixed gender groups
- Mixed ability groups
- Single gender groups to break a stereotype (e.g. a group of girls demonstrate a football skill)

Teachers will praise naturally chosen friendship groups of mixed gender, ability or race.

Displays

Displays in the classroom and around school should:

- Sometimes show images that challenge stereotypes of gender, race and disability.
- Show a range of children's work in respect of ability, race, gender and curriculum subject.

The Care and Support of Staff and Pupils

Pupils

- A sense of fairness is fostered in our school; staff will always listen sympathetically to children's problems. Specific incidents of bullying, teasing or other inappropriate behaviours are acknowledged and dealt with immediately.
- The Personal, Social and Health Education, SEAL and R.E. syllabus involve direct teaching of some issues concerning the care and support of the children, such as making sensible decisions and tolerance.
- We recognise support and promote the diversity of family life.
- School Parliament gives children an opportunity to voice their opinions. These opinions are acted upon wherever possible.

Staff

- Staff are actively encouraged and given the opportunity to;
 - Give opinions and take responsibilities
 - Take turns to chair and minute staff meetings
 - To lead INSET/training days
 - To take assemblies.
- Our school is committed to a policy of equal opportunities in the areas of recruitment and selection. We aim for fair and equal treatment of all members of staff; there is no discrimination by race, gender or disability and promotion and recruitment will always be by merit and ability.

Parents

- Parents are encouraged to keep in contact with their child's teacher and maintain communication throughout the year.
- Parental support is valued at Netherfield with many parents helping in class or trips. They are also welcomed to class assemblies and other school productions and are encouraged to join Adult Education classes.
- Parents are kept in regular contact with what is happening at school through newsletters and parents' evenings.

- Staff endeavour to be available to parents before school and after school or appointments can be made at a more convenient time.

Our Resources

Curriculum Leaders are responsible for ordering resources for their curriculum area. They should assess resources for;

- Bias (e.g. gender stereotyping, race stereotyping)
- Positive portrayal of black or Asian people and the disabled
- Portrayal of males/females in non-stereotypical roles

Staff may find some existing resources to be sexist or racist and in some cases these resources can be used to enable some direct anti-sexist or anti-racist teaching.

Our Language

As adults we must set an example in the language we use whilst teaching. We need to be seen to promote equal opportunities through our comments.

Review

This policy was agreed by the governing body in February 2018. It will be reviewed in January 2019