



## Equal Opportunities

### Rationale

All children have the right to a broad and balanced curriculum, and to be treated with the same degree of concern for their education and development. They are entitled to equal access to school resources. Legislation and National Curriculum guidance endorse these entitlements. The ethos of the school and its prevailing philosophy are both influential in promoting a healthy environment in the combating of prejudice and discrimination.

### Aims

- To address equality of opportunity as a whole school issue.
- To deal with detrimental behaviour which demonstrates prejudice.
- To improve quality of relationships between members of the school community.
- To use positive action in order to combat disadvantage.
- To ensure access to appropriate resources and facilities.
- To ensure that all children have access to the best possible curriculum tailored to their needs.
- To actively promote respect towards themselves and others.

### Guidelines

- 1) Staff will recognise that everybody has:-
  - a) the right to equal access.
  - b) an entitlement to a broad and balanced curriculum.
  - c) an entitlement to a common learning experience.
- 2) There is an awareness of classroom practice and the influence that this has on children's beliefs. For example, seating, wall displays, language, images and groupings.
- 3) Positive role models in literature, displays and among the staff are important within the school community.
- 4) Teachers will recognise and highlight issues of equality which arise within the curriculum and the school.
- 5) There is a whole school policy for dealing with harassment and intimidation (refer to the Behaviour policy).
- 6) Differences will be celebrated and value given to experiences from other cultures.
- 7) Parents and governors will be involved in the implementation of this policy.

- 8) Everyone will be treated fairly and with a proper concern for their individual feelings and needs.
- 9) Positive discrimination will be used to ensure the needs of individuals are met.
- 10) Good relationships are underpinned by a sense of the value of the child and his/her culture and background.
- 11) Children will be supported and encouraged to ask for help.
- 12) Everyone will be treated fairly and with proper concern for their individual feelings and need.
- 13) The effective use of this policy will be monitored by the Headteacher on a regular basis.

The evaluation criteria will be:-

- a) Relationships are warm and comfortable and equal account is taken of everyone.
- b) Everyone is treated fairly.
- c) Matters of concern are discussed and dealt with fairly and constructively.
- d) Everyone's academic, social and emotional needs are catered for successfully.
- e) The satisfaction of parents and governors with the school ethos.
- f) Raised awareness of equal opportunity issues.