

WHITEHOUSE PRIMARY SCHOOL

Equal Opportunities Policy



Date:	November 2020
Review Date:	November 2021
Reviewer:	

Equal Opportunity Policy

1 Rationale

This school intends to provide a balanced and broad-based curriculum for all pupils regardless of creed, colour, gender, status, age and special education needs. By providing a balanced and broad-based curriculum we would hope to promote a sense of spiritual, moral, cultural, intellectual, emotional and physical well-being. Each child will be given access to the opportunities, responsibilities and experiences needed in order to enable them to achieve his/her full potential.

2 Aims

- To create an environment which embodies tolerances, respect, trust, fairness, promoting positive self-image for everyone
- To make available a broad-based curriculum, facilities and resources to all pupils, in order that they can develop their potential to the full
- Promote positive role models in order to prevent or remove prejudice, misunderstanding and stereotyping
- Encourage awareness of Britain as a multicultural society, reflecting ethnic and cultural diversity

3 Objectives

3.1 General Procedures

All staff should become aware of the following:

- Visual environment e.g. notices, displays and explanatory written language
- Language and communication e.g. between teacher/pupil, teacher/teacher and teacher/community
- Attitudes and values of all members of staff, including dinner nannies etc.

3.2 The Curriculum

Delivery of the curriculum should involve:

- Good classroom practices
- Materials which avoid stereotyped images, reflect positive role models and provide for individual needs and interests
- The encouragement of a lack of bias in activities, themes and topics
- All planning of the curriculum should reflect the stated aims of Equal Opportunities
- As a staff, our main aim is to have positive expectations of all children and we must try to be aware of our own practice. This may mean positively promoting activities which children might traditionally avoid, e.g. girls and construction materials or boys and imaginative role play
- Constant review and revision

3.3 Good Classroom Practice

Should include:

- Using a range of teaching styles, strategies and methods to meet the different needs of pupils, allowing for different paces, styles of learning, capabilities, interests and experience of pupils

- Establish a range of different groupings, i.e. mixed, peer groups etc. Children should also be given the opportunity to work with a variety of teachers, depending on strengths and needs of both staff and pupils
 - a) Equal opportunities
 - b) Equal access to the teacher's time and attention
 - c) Should raise self-esteem
 - d) A friendly, exciting learning environment
 - e) Equality of praise and reprimands
 - f) Encourage a caring and considerate attitude in all pupils

4 Organisation and Management

Groups will be organised without sexual discrimination unless single sex groupings are used as part of analytical thinking

Movement around the building will not be organised according to sex.

Registers will be written in alphabetical order, not divided into boys and girls.

The language, rewards and sanctions used will be the same for all children.

Children will all have the same opportunity to fulfil the many roles available as monitors and helpers. Where groups are needed, girls and boys of all ethnic origins will be encouraged to work together.

5 Pastoral Care

Attitudes and values that are often never discussed or spelt out can be part of the underlying ethos of the school/curriculum. Attitudes about gender roles, about the importance of men and women and skills that are considered 'feminine' and 'masculine' will be learnt by children in their everyday experiences in school. It is, therefore, very important that gender equality should be part of the whole life of the school and that simple, common instructions and routines should be affected by the ethos of Equal Opportunities.

Use of support agencies e.g. Behaviour for learning to help develop strategies to offer pupils opportunities to explore and reflect on their own attitudes, feelings and behaviour in relation to gender issues in a supportive environment.

'Such issues could include, family relationships, role, stereo-types, values, sexism, and sexist language, feelings about sexuality and gender, sexual harassment, cultural and religious influences and differences in relation to the concept of gender equality.

Pupils should be supported in learning and practising skills which may enable them to recognise and challenge sexist attitudes and behaviour, to communicate feelings, to convey respect and value to each other and themselves.

Opportunities should be sought for cross-curricular links to maximise the knowledge and understanding of gender issues'.

Equal Opportunities Gender
Guidelines for Schools and Colleges

6 Teaching and Learning Materials

Staff should:

- Ensure that equipment and learning resources are appropriate to individual needs

- Ensure that visual displays and teaching materials do not contain gender bias in the images portrayed
- Should avoid stereo-typing in task distribution
- Have equal access to relevant equipment and resources

7 Monitoring and Evaluation

As part of the monitoring and evaluation process as a whole school we shall audit where we are now and plan for the future.