

# ESTCOTS PRIMARY SCHOOL



## Equal Opportunities Policy

# ESTCOTS POLICY FOR EQUAL OPPORTUNITIES

## Introduction

Estcots Primary School is located in East Grinstead in an area of the South East of England. The school's population is made up of a variety of Ethnic backgrounds. This brings a diversity of religions, cultures and languages to the school, enriching our community.

## Philosophy

Estcots Primary School recognises that an individual's self image is created as a result of a number of influences throughout life. Self-identity is dependent, to a large extent, on family background, race and gender, all of which contribute to a child's developing image of themselves as they grow up. As children enter school, their interactions with other humans also influences their perception of themselves and what, as a result, they feel capable.

In recognition of this, Estcots Primary School believes that all children should receive an education free from stereotyping, classification and categorisation that will ensure all individuals are provided with the same and equal educational experiences that will enable all pupils to develop to their full potential.

## Key Principles

Estcots Primary School believes that we have a duty to ensure our pupils:

- Receive their entitlement to a balanced and broadly based curriculum that enables pupils to achieve their full potential.
- Gain equal access to the curriculum regardless of background, ability, gender or ethnicity.
- Develop positive self-esteem and confidence in their own abilities.
- Develop positive attitudes towards diversity and value each other irrespective of ethnicity, gender or ability.
- Gain the skills, knowledge and understanding that will enable them to be critically aware of what they see, hear and read.

Estcots Primary School recognises that the experiences that pupils have within school, both explicit and implicit, will help to form an individual's self-identity. It is a positive self-identity free from stereotypes that will enable individuals to achieve their full potential.

## Statements of Intent for Equal Opportunities in Estcots Primary School

### Expectations

- High and realistic expectations, in relation to achievement, are held for all pupils.
- The same standards of behaviour are promoted for, and expected from, both girls and boys.
- Positive action is taken to develop high self-esteem and self-confidence in all pupils.
- All pupils are encouraged to become assertive and compassionate.

- Expectations are **not** based on stereotypes.

## Curriculum

- All pupils have equal access to the whole curriculum.
- All children have equal access to the range of extra-curricular activities provided.
- Pupils develop the necessary skills to recognise and challenge bias and prejudice, including stereotyping.
- The curriculum positively reflects the contribution to human development of both men and women, including a range of cultures and people with disabilities.
- Pupils are encouraged to take responsibility for their own learning in all areas of the curriculum.

## Organisational Procedures

- All pupils are given opportunities to organise, lead and care for others.
- Rules regarding appearance and dress are enforced sensitively, with respect for different cultures and traditions.

## Language

- The written and spoken language of adults and pupils promotes positive attitudes towards all people irrespective of gender, ethnicity or ability.
- The linguistic diversity of pupils is valued and used to enrich the curriculum and support learning.
- Sexist, racist and other derogatory language is challenged and discouraged.
- The over-use and unnecessary use of classificatory/stereotypical language (e.g. boys/girls, big boys/quiet girls) is discouraged.

## Resources

- Resources and materials positively reflect the diverse nature of society.
- All pupils have equal access to resources, including computers, technical equipment and adults' time and attention.
- There is an agreed approach to the selection, review and purchase of resources and materials based upon the principles of equality of opportunity.
- Resources and materials present positive images that challenge stereotypes.

## Community

- Staff, parents, carers, visitors to the school and pupils are fully aware of the school's commitment to equality of opportunity.
- Equality of opportunity is reflected throughout the school's policies.

## Staffing

- Posts that are to be advertised externally will be placed in publications that are accessible to suitable applicants.

- All employees who express an interest in promotion, transfer or training will be given fair and equal consideration.
- Selection criteria for appointment, transfers, promotion and training are consistently applied to all applicants.
- Terms of employment, benefits, facilities and services are afforded equally to all employees in the same or similar circumstances.

## Responding to Issues Relating to Equal Opportunities.

Governors, senior staff and all staff are expected to set an example of non-discriminatory behaviour and to ensure, as far as reasonably practical, that all other members of the school community are aware of this policy and act in accordance with it.

Individual employees at all levels have a responsibility for ensuring the provision of equal opportunities to all fellow employees, pupils and all other people involved within the school community.

Grievances concerning discrimination, victimisation and harassment are dealt with in accordance with the West Sussex County Council Grievance Procedures and will not subsequently result in the complainant receiving less favourable treatment than other employees in the same or similar circumstances.

## Monitoring and Review

All school policies are subject to monitoring and review. It is the responsibility of the Governors, Head teacher and all staff to ensure that this policy is implemented throughout the school.

## Equal Opportunities and Racial Equality

There is a separate, but linked, policy for Racial Equality.