



**ST PAUL'S (C OF E) PRIMARY SCHOOL**  
**Equal Opportunities Policy**  
**FAITH – HOPE - LOVE**

**Reviewed September 2020**  
**Next Review September 2021**

**St. Paul's Church of England Primary  
School**

**Equal Opportunities Policy**

**Purpose**

We aim to ensure that every pupil and staff member is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- equal access and treatment for everyone
- being responsive to changing needs
- educating and informing children, staff and parents about the issues in this policy
- avoiding prejudice · promoting mutual respect, regardless of differences

**Objectives**

- To promote a positive self image in all children and to respect their individuality, providing for all pupils according to their needs
- To ensure quality of opportunity permeates the whole curriculum and ethos of the school
- In delivering the curriculum ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion
- Ensure that the organisation of the school is sensitive to the needs of all
- To acknowledge the richness and diversity of British society and to help prepare children for their part in that society
- To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school

## **Staff**

The school values diversity amongst the staff. In all staff appointments the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with equal opportunity practice.

## **Policy guidelines**

In order to deliver an effective equal opportunities policy, the following guidelines are brief and cover the main areas of concern only. This will be supplemented by maintenance of, or ready access to, appropriate material on current legislation.

## **Daily Procedures**

Teaching material and other forms of communication are reviewed on a regular basis to ensure compliance with this policy.

Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community.

Assembly times will reinforce good behaviour in the area of equal opportunities.

Staff meetings will include equal opportunity issues, with particular reference to this policy and its inclusion in curriculum activity.

Clear and constant messages will be given regarding the school's values and disciplinary procedures - in line with the policy on bullying.

## **Practice around the school**

- All children should have work displayed at some time during the school year.
- Children with special educational needs must be given equal access to the curriculum.
- All children have equal access to extra-curricular activities.
- Staff need to have an awareness of the demands of the individual and endeavour to give equal attention and speak in the same manner to all children, avoiding bias when praising or disciplining.

- All children must have an opportunity to help with jobs and responsibility
- Children should be involved in formulating class rules to support the School Code of Conduct at the beginning of each academic year.
- Parents and governors have an equal opportunity to view the type of teaching/work undertaken in support of the curriculum. This should encourage an independent perspective of the way in which the 'wider community' is portrayed.

## **Management and organisation**

- To review all policies to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which equal opportunities applies.
- To monitor academic achievement by analysing SATs results by sex, race, EAL, SEN etc. After analysis to act on findings and review.

## **Ethos**

- To ensure that displays around the school reflect a variety of positive images.
- To encourage adults from a broad spectrum of society to visit the school, particularly to demonstrate role models which are non-traditional for their sex, ethnicity or disability.
- To provide training and support in order to ensure that playtime supervisors uphold the principles of equal opportunities in their work with the children.
- To ensure that sanctions used in the school are the same for boys and girls and applied equally.
- To ensure that school publications reflect the commitment to equal opportunities and are free from gender or cultural bias.
- To encourage and develop positive links with the local community.
- To make all visitors feel welcome.

## **Classroom practice and delivery**

- To ensure equal access to resources, equipment or toys.
- To take steps to build the skills and confidence of children in areas where they may traditionally be lacking in confidence or expectation.

- To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work.
- To divide teacher time equitably between girls and boys.
- To create an environment in which cooperation is central and in which children will work in a range of grouping contexts(single or mixed sex, mixed ability, random or compatible) comfortably and with purpose.
- To teach children the skills to resolve conflicts and become assertive

### **Curriculum planning and design**

- To review the taught curriculum and actively seek opportunities to address the issues of equal opportunities.
- To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language, eg only presenting images of Africa or India as poor and rural.
- To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background.
- To help children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (ie gender, ethnic or cultural background, disabilities)

### **Assessment**

- To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations.

### **Resources**

- To prepare and select resources which are free from cultural or gender bias, wherever possible.