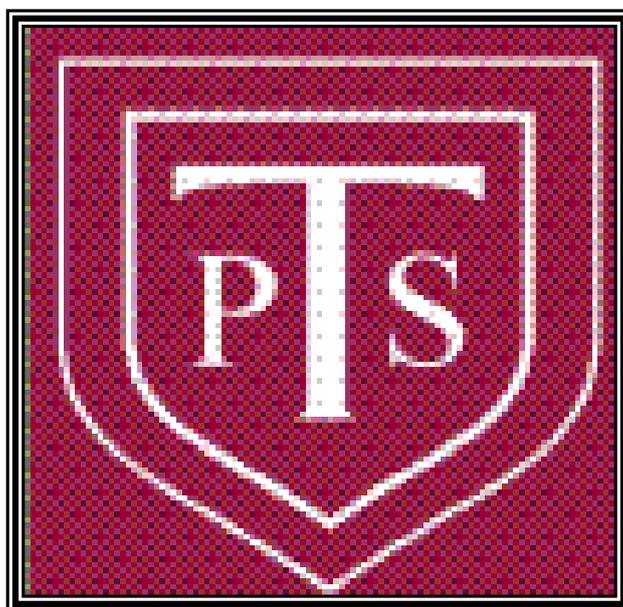


# **EQUAL OPPORTUNITIES POLICY**



**Tyntesfield  
Primary School**

**Policy approved: Autumn 2014  
Policy review: Autumn 2017**

At Tyntesfield Primary School, we value all children, parents and adults who work in school and those who live and work in the local community. We recognise the right of each individual to develop fully in a positive way. Equal opportunities is about empowering everyone to achieve their potential.

Tyntesfield Primary School endeavours to provide an environment where there is equality of opportunity, and in which no individual has to endure negative treatment or experience negative responses as a direct result of any intolerance.

Discrimination on grounds of identity, age, race, language, colour, ethnic or national origin, culture, religion, gender, gender identity, sexuality, ability or appearance is not acceptable.

## **1. Aims**

The following expressions of intent are aimed at emphasising and developing the Policy Statement:

1. To respect each member of the school community.
2. To ensure that equality of opportunity is integral to every aspect of school life.
3. To provide an organisational structure which avoids and positively discourages inappropriate differentiation of any kind.
4. To provide a curriculum which promotes individual development and exploration of individual talent.
5. To provide a broad and balanced curriculum for all children.
6. To challenge stereotypical expectation of behaviour and achievement by recognising individual merit and by sensitive responses to each situation.
7. To recognise and respect the diversity of cultural heritage.
8. To ensure that recruitment and selection procedures are carried out with full regard to the equal opportunities policy.
9. To develop the school premises in light of this policy as and when opportunities present.

## **2. Guidelines**

### **a) Ethos and atmosphere:**

- Tyntesfield is an equal opportunities employer (See Pay Policy)
- Our school Behaviour Policy encourages mutual respect (See Behaviour Policy)
- The curriculum reflects and celebrates cultural diversity.

### **b) Learning Environment:**

- All pupils have access to a broad, balanced curriculum
- Pupils are encouraged to improve on their own achievements (See Marking Policy)
- Individual targets are set for children (See Assessment and Target Setting Policies)
- Planning incorporates differentiation across the ability range
- A range of teaching styles contributes to meeting the needs of all pupils
- No individual is excluded from any curriculum activity owing to inability to pay (see Charging Policy)
- Unnecessary gender divisions are avoided
- Personal, Social & Health education provides opportunities to build self-esteem and to explore issues surrounding equality e.g. Circle Time
- The physical limitations of the building are recognised and will be reviewed annually (See Equality Scheme).
- Religious education and Collective Worship will encourage understanding and empathy with members of faith communities.
- Through our curriculum pupils will be made aware of inequalities.

- Every opportunity will be taken to challenge stereotypes & to present positive role models to demonstrate the potential of all children to undertake diverse roles in society.
- Resources will represent non-stereotypical images & provide positive images of ethnic groups, different family groupings, men and women and disabilities.
- Subject Leaders are responsible for monitoring resources, but all staff have a responsibility to be vigilant and draw attention to and remove inappropriate resources

**b) Language:**

- Language used in school will avoid stereotypes
- The use of correct and appropriate terminology will be encouraged
- Where possible language will be inclusive e.g. Firefighter, Headteacher, Police Officer

**3. Equal Opportunities for Pupils**

- All pupils are valued for themselves and can expect to be treated positively and with respect.
- Pupils will be given appropriate opportunities to discuss and understand racism, and other forms of prejudice. If children feel they have been treated unfairly in any way, they should tell an adult immediately.
- All pupils will be listened to and have their concerns addressed and then be given support. Anyone who has been abusive will be dealt with appropriately, according to school policies, and this may include exclusion from school.
- All pupils must treat each other and adults equally and with respect.

**4. Equal Opportunities for Adults in School**

- Adults will treat each other and all pupils equally and with respect.
- Adults will select resources which promote positive images and challenge negative stereotypes.
- Positive links will continue to be fostered with the homes and communities from which our pupils come and from those further afield as part of community cohesion.
- Preventing and dealing with inappropriate behaviour is the responsibility of us all and victims of such incidents will be supported by the school community.
- Appointment and promotion of staff will be made following school and LA employment policies.

**5. Equal Opportunities for Parents and Carers**

- Parents and carers are very important to our school and have much to contribute. Their views are welcomed and valued at all times. We ask that all parents and carers fully support the school's equal opportunities policy.
- We will discuss with parents and carers any incidents of racist or other abuse in which their children have been involved.

**6. Monitoring**

Equality of Opportunity requires constant monitoring and evaluation. It is the responsibility of all staff to ensure the principles of this policy are implemented and that any instances which occur which appear unequal in any area of school life are reported to the Head teacher who will log the incident and enquire into it.

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;

- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

#### **7. Links to other policies**

Learning Differences Policy

Inclusion Policy

Behaviour Policy

Anti-Bullying Policy

Equalities Policy / Schemes

Learning and Teaching Policy

Challenge Policy

Self-esteem Policy

Recruitment and Selection Policy

Charging Policy

Pay Policy