

St Giles CofE Primary School

Equal Opportunities Policy

Introduction

At St Giles we acknowledge the major influence that schools can have on the attitudes of society and of those we educate. We are in a position to ensure that individuals are aware of the multitude of abilities, difficulties, attitudes and backgrounds that others can experience.

We ensure that pupils are treated as individuals and are dedicated to ensuring that all pupils have an equal right to develop and work towards their potential. Equality of opportunity underpins the school curriculum and the work of the school.

Principles

The Equal Opportunities Policy Aims to:

- create a supportive atmosphere based on mutual respect in which school staff, parents and pupils may freely express beliefs, opinions and personal values.
- ensure that all forms of prejudice are overcome and that no individual is discriminated against, either directly or indirectly, on the basis of race, ethnicity, gender, religion, ability, age or physical disability, nor subjected to any forms of harassment or victimisation.
- recognise cultural diversity and promote the necessary academic and social development to enable each individual to understand and be able to make a significant contribution to the society in which we live and work.
- offer a broad, balanced, non-discriminatory curriculum, encourage the full participation of all pupils.
- promote maximum individual achievement and allow each pupil to meet challenges and make informed choices.
- recognise the importance of the 'hidden curriculum' (see hidden curriculum section) and the unintentional ways in which implicit messages are imparted to pupils about themselves and the way in which they are viewed within the school and by society.

Examples of Strategies used in school that will carry out these aims

- Provide activities across the school that are of a non-stereotypical nature and offer equal access to all children
- Provide age appropriate after school clubs that are open to all children, regardless of race, ethnicity, gender, religion, ability, age or physical disability
- Ensure all children have the opportunity to participate in performances throughout the year
- All pupils have equal access to trips and visits from outside organisations
- Identify the learning styles of the children so they are given the specific needs they require to make the most of their learning opportunities
- Provide regular opportunities to celebrate the individual achievements of children inside and outside of school
- Involve the children in creating their own guidelines for classroom and school behaviour, resulting in an agreed list of rights and responsibilities for everyone in the school
- Ensure all children have the opportunity to offer ideas to the school council before meetings so all voices can be heard
- All pupils have access to the learning mentor in school when they need it
- Encourage parent participation in the school to share experiences and expertise on a wide variety of topics
- Give children the skills they need to express their opinions and listen to and understand others'
- Give the children time to share their opinions and further their understanding of things they are learning about
- Use adults across the school to identify children needing support, assertive groups and any negative physical contact
- Use assembly time and collective worship themes to reinforce equal opportunity issues
- Display a range of work from all abilities of children, with their permission

Curriculum

All children will have equal access to all aspects of the curriculum and school life. This will be monitored to achieve this. Through the curriculum the children will be given the opportunity:

- To gain self-worth and self-confidence, freeing them to develop a sense of who they are and what they want
- To have equal educational experiences so that they can make appropriate choices from a base of common knowledge and skills

Resources

All resources, old and new, will be checked to see if they are non-stereotyping. Children will be encouraged to learn to identify and question stereotypes if they are found in existing material. Resources such as computers, technology equipment and playground space will be allocated fairly.

Hidden Curriculum

Displays will show positive role models. Prejudices and hidden beliefs will be countered and discussed and the development and sharing of common interests will be encouraged. Children's individual characteristics and feelings will be respected and valued.

Disability

We will endeavour to raise awareness of the varying needs of others and highlight and celebrate the differences between each other. This will be achieved through appropriate discussions, topic links, visiting speakers and appropriate in-school resources, e.g. positive images in books/stories/displays. We will install facilities for pupils with disabilities wherever practicable to do so and any new building work will take into account access considerations for pupils with disabilities.

Monitoring

This effectiveness of this policy will be monitored using quantitative and qualitative data collected and studied by all staff.