



Milecastle Primary School

Equal Opportunities Policy



EQUAL OPPORTUNITIES POLICY

RATIONALE

Consideration and respect for others is a central tenant of the ethos of the school. This implies equality of opportunity for all. Discrimination of individuals or groups based on gender, sexuality, race, disability or other factors denies equality of opportunity and is unacceptable.

We acknowledge the fact that discrimination can be subtle and unconscious as well as overt. It is important that all staff are sensitive to this, being aware of their own attitudes and beliefs and how these may affect the messages which they give to the children through the hidden curriculum.

The school is a place of employment as well as of learning. Issues of equality therefore relate as much to the adults in the school as they do to the children.

Further details on the approach to equal opportunities are included in our policies on Racial Equality and the Public Sector Equality Duty Statement and Objectives.

AIMS

1. To ensure that the school is a non-discriminatory environment.
2. To challenge attitudes and behaviour which reinforce discrimination and instil the importance of mutual respect and mutual rights.
3. To be responsive to the needs of all members of the school community.
4. To be aware that there may be specific learning needs common to a particular group (e.g. literacy skills for boys, spatial skills for girls) and ensure that there is appropriate differentiation of curriculum provision in such case to enable needs to be met.

GUIDELINES

1. Children participate fully in all curriculum areas irrespective of their membership of any particular group.
2. Staff take care to ensure that they do not reinforce expectations of behaviour or attitudes which deny equality of opportunity or respect for others. This applies to a wide range of situations e.g. division of labour in the classroom, use of gender as a basis for organisation of the children, interaction with colleagues.

3. Staff are aware of the fact that teacher attention in the classroom can tend to be focussed towards particular groups e.g. boys. They need to try to ensure that all children are given appropriate attention so that individual learning needs are met.
4. Classroom organisation enables children to interact and work in mixed groups.
5. Performance and assessment data is analysed to ensure that different groups within a cohort are achieving at an appropriate level. Where significant differences in performance are detected e.g. between girls and boys, between ethnic minority children and white children, then specific targets are set and teaching is modified to raise the levels of attainment.
6. Books and other resources used in school reflect the challenges and opportunities available to all groups and positive role models are provided for children.
7. Issues related to stereotyping or discrimination that arise in school are challenged and explored, often through PSHE or Circle Time. A clear message is given that discriminatory behaviour is unacceptable.
8. Teachers are sensitive to the fact that in some areas one group may not have the same level of skill or expertise as another. In those circumstances a range of approaches may be used to allow for this difference e.g. allowing one group more time for exploration, giving focussed teaching input to develop skill, use of different grouping strategies (single/mixed sex).

CONCLUSION

The operation of this policy will help ensure that the school operates as an environment that is free from discrimination and in which all children and staff are able to achieve their potential.