

## Westlands Primary School

### Equal Opportunities Policy.

At Westlands Primary School we are all committed to "Equal Opportunities". By this we mean that all people should have access to the whole curriculum and general life of the school, regardless of race, gender, culture, age, class, ability/disability, or language. The value of the individual will be an integral part of all our policies and statements, recognising the particular needs of the individual child as well as the general needs of all. These will be phrased in a positive way.

The Equal Opportunities policy relates to all adults and children at Westlands Primary School, whether in paid or voluntary employment, visitor or pupil. No member of staff should be disqualified from promotional or other opportunities simply because of the above-mentioned criteria. This should also apply to procedures for new appointments, in the school.

### AIMS

Our aim is to equip pupils with an awareness of our diverse society and to appreciate the value of difference. This will be achieved by adherence to the following principles:

- Each individual within the school is valued and treated with respect.
- Discrimination on the basis of colour, culture, origin, sex or ability is not acceptable.
- The primary objective of this school will be to educate, develop and prepare all our pupils for life whatever their sex, colour, origin, culture or ability.
- Ensure that all individuals feel safe and secure within the school environment.
- Pupils and teachers will further this objective by contributing towards a happy and caring environment and by showing respect for, and appreciation of, one another as individuals.

## Implementing The Policy

We must help children to be aware of racism, sexism and negative attitudes to disability, and to develop the life skills necessary to counter them, by devising strategies to:

- a. Encourage all children to participate in discussions.
- b. Ensure all children have opportunities to succeed, lead and take initiatives.
- c. Avoid dominance of any child or group of children over the passivity of others.
- d. Encourage the caring, sensitive side of all children's personalities.
- e. Help all children to develop a positive self-image and respect for others.
- f. Directly teach about issues as part of our PSHE curriculum.

These strategies will include:

- Small group and collaborative work, and mixed-ability grouping to encourage co-operation, mutual reliance and understanding. These should be flexible and appropriate to the task at hand.
- Devising strategies to support bilingual, language-impaired and learning-impaired children to help them to realise their potential and give fullest possible access to curriculum.
- Giving children time in discussion to translate in their minds between languages, or formulate the response they wish to give. Home languages, both verbal and written should be valued and encouraged, as indeed should different dialects. It can also be useful to have stories that are taped or told in other languages. Labels and captions on the walls might also reflect the languages that the children speak. It is acknowledged that these practices enrich the experience of language for all pupils.
- Children should be helped to develop critical and analytical thinking skills in order to be able to make informed judgments and choices that are free from bias and stereotypes. Teaching and learning skills that utilise open-ended questioning also help children to develop these skills.
- Stereotyping of gender roles should be avoided. This applies to all aspects of school life, including stories and assemblies as well as in the classroom and playground.
- Books and materials used should promote an unstereotyped image of both genders, and reflect a variety of equally valued

backgrounds and cultures. Stories should include those which are bilingual or multilingual, from all cultures, and be appropriately illustrated. Inappropriate books and materials should be generally avoided. When such material is used it should be as an opportunity to raise children's awareness about them. Care should be taken in the way in which they are presented and used.

- Topics should draw on, and reflect all cultures as different when applicable, but not better or worse. Topics should also give scope for real involvement by both genders and all abilities.
- Diversity should be celebrated through:
  - Assemblies that reflect and value all religions and beliefs.
  - Redevelopment of mutual understanding, and provision for the wearing of religious dress.
  - Subjects reflecting the needs of, and the inter-relationship/ Interdependence of people living in a multi-ethnic, multi-faith, multi-lingual and multi-cultural society/world.
  - Displays/labels that draw upon the many and varied experiences and languages of the children and topics being covered.
  - Artifacts building a school stock and encouraging children to bring in and share those of specific interest to particular children or topics, including stories, music and clothing.
  - Staff should be encouraged to attend relevant professional development and disseminate information and ideas to colleagues.
  - All aspects of equal opportunities in the school should be monitored and reviews in relation to the policies below, and positive action initiated whenever/wherever felt necessary or appropriate.

In implementing the contents of this policy, the school will seek to make reasonable and appropriate adjustments in order that children with disabilities and/or Special Educational needs are not discriminated against or treated less fairly.

### **Monitoring**

The Headteacher will monitor the effectiveness of this policy and amend when required. In partnership with the Governors the Headteacher will take into serious consideration any complaints regarding equal opportunity issues from parents, staff and pupils.

## Success Criteria

Equal opportunities may be recognised as being successful within the following areas.

### Quantitative Indicators.

- Good SATS and test results.
- Stable or rising numbers on roll.
- Good rates of attendance and punctuality, low rates of unauthorized absences.
- Staffing stability and commitment.

### Qualitative Indicators

- Playground interaction.
- Classroom interaction.
- Friendly and caring ethos in school.
- All school members feel valued.
- Displays around school.
- Differentiated work, flexibility of teaching styles.
- Pastoral care of children and staff.
- Staff commitment and shared values.
- Links with the local community.

Spring 2021

Next review date Spring 2024