



Gaskell Community Primary School

Policy For

Equal Opportunities

Approval Date: September 2022

Review Date: September 2023

This document constitutes the Equal Opportunities policy for Gaskell Community Primary School, and is accepted by all members of the school community.

Aims and objectives

We are committed to ensuring high quality education for all pupils, and to prepare pupils for full participation in society.

At Gaskell Community Primary School, we view the multi-ethnic population of the school as a positive and enriching aspect. We aim to develop an ethos in which diversity and difference is valued, in order to promote self- confidence, co-operation and respect for the rights of all its members.

We aim to ensure that no-one is discriminated against, be they staff or pupil, on the grounds of age, class, colour, abilities, ethnic or national origin, gender, religious beliefs or sexual orientation.

We ensure that all pupils have equal access to the full range of educational and other opportunities provided by the school, in order to develop their full potential. In the education we provide, we promote the principles of fairness and justice for all.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences, and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

We aim to develop a learning environment where each individual feels safe and valued.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

Anti-racism

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. Parents are informed, the incident is reported to the LEA as part of its racist monitoring procedures and the child or children involved are disciplined and their future behaviour carefully monitored.

We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school and the assemblies we have, which serve to share important religious festivals.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum, children study Hinduism, Islam and Judaism as well as Christianity.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have. We will contact their parents, ensure there is an adult contact person to whom the child can go and talk to, ensure circle time sensitively focuses on relevant issues and ensure the child has supportive peers to play with.

The role of teaching staff

Class teachers ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class, and do not provide material that is racist or sexist in nature. We strive to provide material that gives positive images of ethnic minorities, and that challenges stereotypical images of minority groups.

All staff challenge any incidents of prejudice or racism. Serious incidents are recorded, and drawn to the attention of the Headteacher. Teachers support the work of ancillary or support staff, and encourage them to intervene in a positive way against any occurrence of discrimination.

The range of teaching styles and classroom practice used meet the learning needs of all pupils.

The particular needs of pupils for whom English is an additional language are taken into account within the classroom. The school works with BEMAS who provide a part-time teacher to help make the curriculum accessible to those children. Bilingualism amongst children, staff and parents is seen as an asset and the school values this.

Curriculum delivery will develop, wherever possible, an understanding and appreciation of the various communities that make up the local community and the population of Bolton and Great Britain.

Opportunities are created whenever possible for extension of social relationships across the cultural and racial groups, both within school and in the local community.

The role of governors

The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The governing body will, in its annual report, make reference to arrangements for disabled pupils.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

The role of the Headteacher

It is the Headteacher's role to implement the school's equal opportunities and anti-racist policy and she is supported by the governing body in so doing.

It is the Headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

The Headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the Headteacher to report to governors on an annual basis on the effectiveness of this policy;

- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.