

**EASTFIELD PRIMARY SCHOOL**

**Policy  
to promote  
Equality of Opportunity**



This policy should be read along side EASTFIELD Primary School's Policy to promote Multi cultural Education and Anti Racist Practice.

### **Philosophy**

We believe that everyone within our school community should be provided with the same opportunities regardless of ethnicity, gender, religion or disability.

### **Aims**

At Eastfield Primary School we aim to ensure that **all** children have access to a broad, balanced, relevant and challenging curriculum through which they should have the opportunity to reach their full potential.

We aim to foster strong, healthy relationships showing awareness, knowledge and understanding of one another and a tolerance towards the culture, race, religion, gender and the particular needs of others.

We aim to create an environment, which is safe, secure, pleasant and conducive to learning and where every individual is valued and respected.

### **Introduction**

As a school we have a duty to identify and remove all practices, procedures and customs which discriminate against race, gender, sexual orientation religion and disability and replace them with procedures which are fair to all.

Prejudices and stereotyping can be firmly established from a very young age. It is important therefore that Equal Opportunities is seen as a whole staff responsibility. We must all be proactive in promoting awareness, tolerance and mutual respect.

### **Objectives**

Equal Opportunities should permeate throughout school life - at Eastfield Primary School the children experience issues such as colour, creed, culture and disability daily and as such a tolerance and understanding of those 'different' to ourselves is central to the ethos of our school

We should celebrate the diversity of our multi-cultural society and encourage others to do so.

The curriculum provides an ideal opportunity to promote Equal Opportunities. It is expected that planning will address the needs of individual children and

the way in which work can be matched for them. Care needs to be taken to ensure subject entitlement when children are withdrawn from lessons for support.

Children learn in different ways. There needs to be range of teaching styles to meet the needs of all children. Resources too should be varied and include artefacts, books, music, pictures, audio-visual aids and people to promote understanding and a full development of children" potential.

Assessment opportunities should cater for all children, so that each may have the opportunity to demonstrate their level of attainment.

Through Collective Worship, children are encouraged to participate in debate, discussions and role-play, while receiving knowledge, understanding and a greater awareness of equality issues.

The RE and P.S.H.E. curriculum provide ideal opportunities for children to discuss their own beliefs and to reflect on and be sensitive to the feelings and beliefs of others in what is a very diverse society.

All resources and materials in school should be appropriate and adequate to the teaching of an unbiased, tolerant curriculum and it is the responsibility of all curriculum co-ordinators to ensure that this is the case. It is hoped that staff will make full use of resources outside the school, in the community, amongst parents, outside agencies and specialists.

The analysis of assessments provides evidence on attainment and progress and should alert the school to issues (eg. gender issues)

Some children do display stereotypical behaviour and it may be necessary to discriminate in a positive manner in some activities / areas of the curriculum to ensure that equality of access becomes a reality.

The Governing Body too has a responsibility to ensure that members of staff are appointed without consideration to gender, sexual orientation, race, religion or disability.

### **Staff Development**

All staff should be given the opportunity to develop their understanding and skills in this area. The Staff development Co-ordinator will endeavour to facilitate meeting both individual and whole school needs.

## **Monitoring**

The effectiveness of this policy in promoting equality of opportunity can be monitored via:

- Scrutiny of planning
- Scrutiny of work
- Resource audit
- Classroom observation
- Speaking to children and parents
- Analysis of attainment and progress of identified groups
- Analysis of admission records
- Analysis of behaviour records and exclusions

The outcomes of such monitoring will influence and challenge practice and will inform future practice.

## **The Way Forward**

All curriculum plans should consider this policy as we strive to ensure that equality of opportunity become a reality in practice throughout Eastfield Primary School.

Sep 09