

HIGH FIRS PRIMARY SCHOOL

EQUAL OPPORTUNITIES POLICY

“An Education for Life” the Kent Curriculum Statement states that:-

Equality of opportunity is a fundamental aspect of the ethos of every school in the county. It is the responsibility of the governors, headteacher and all personnel involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

Kent Education Authority is committed to the general principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background and to the active support of initiatives designed to further this principle.

The authority recognises that sex discrimination can be either overt or covert and that there is a need to identify and to take action to counter all kinds of discrimination.

Overt discrimination can take place in school organisation and discipline and in extra-curricular activities – such discrimination is illegal.

Covert discrimination relates to the assumption, beliefs and values acquired over a long period of time which affects pupil’s instinctive responses. It may be shown in the attitudes of teachers, parents and other adults towards pupils and in the attitudes of pupils towards themselves and each other.

Following the spirit of the School Improvement Plan, we aim to ensure that every pupil and teacher is given an equal opportunity to gain success. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- Instilling in our school community the belief that all members are of equal value.
- Equal access and treatment for everyone.
- Being responsive to changing needs.
- Educating and informing children, staff and parents about the issues in this policy.
- Avoiding prejudice.
- Promoting mutual respect, regardless of differences.

Aims

- To promote justice, equality and fair treatment for all children and allow everyone whatever their race, religion, gender, language, disability or family background, to achieve the level of success and self respect which they deserve, whilst retaining their identity.
- To help everyone be aware of racism, sexism and physical and learning differences and to establish an environment where school becomes effective in reducing prejudice and raising self esteem.
- To prepare children for living in a complex society.
- To provide a safe and welcoming place for all members.
- To provide an environment where assumptions about disability, racism, sexism, attitudes and behaviour are challenged.

- To contribute towards imparting a sense of citizenship in pupils.

National Curriculum Aims

- To provide a curriculum which emphasises the positive aspects of different cultures, religions and genders.
- To monitor and address any differences in pupil performance which are related to gender or ethnic origin.
- To allow children of all academic abilities to access the curriculum at a level which is appropriate to their learning needs.
- To support the Local Authority in its Equal Opportunities policies, and to take the appropriate action to deal with any form of prejudice within the school.
- To recognise in our teaching the contributions to the development of Science, Technology and the Arts which have been made by both sexes and many cultures.
- The teachers will, by careful use of language and choice of resources, avoid reinforcing a stereotypical view of society.

Pupils Experience and Work

1. The school recognises that the pupils themselves are often the most important resource within the classroom and their experiences are valued and shared.
2. The school recognises that some subjects are still perceived by a significant number of pupils and their families to be strictly 'male' or 'female' domains. This viewpoint is not reflected in our School Policies. Through our schemes of work and their implementation we hope to:
 - Reflect the interests of both boys and girls.
 - Challenge the existing notion that some subjects are purely masculine/feminine.
 - Discourage either gender from dominating lessons and encourage all to view their contributions as having equal value. Effective active classroom management can reduce much of this 'domination' problem.
 - Value equally the experiences of both girls and boys.
 - Are set in a familiar context to which all pupils can relate.

Cross Curricular Issues

All subject co-ordinators will continually review their schemes of work in the light of this policy with respect to cross curricular issues.

Differentiation

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of pupils based on their differing individual needs.

The most important prerequisite of good differentiation is good accurate knowledge of the pupils. This relies upon liaison between staff from Key Stage to Key Stage, links across the whole school and home/school liaison.

Recording Pupils Progress and Assessment

This is to be done in conjunction with all other curriculum records and assessment.

Review and Evaluation

As part of our three year school policies review cycle, all Subject Leaders will continually review their schemes of work in the light of this policy with respect to content, methodology, aims and resources.

Staff and Resources

Staff should choose resources which:-

- Portray a world as seen from different perspectives and thereby communicate how it feels to be of any other group.
- Are factually up-to-date.
- Positively and realistically portray other people.

Approved by Staff & Governors: April 2017

Next Review Date: April 2020