



Countess Gytha Primary School

Equal Opportunities Policy

Reviewed by: Local Governing Body - September 2024

Next review due: September 2025

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Rationale

Our intention is to enable all children to reach their full potential and to ensure equality of access to a broad and balanced curriculum. However, we recognise that the issue of Equal Opportunities has been developed because of the underlying inequalities that have been present in society in general. This in turn means that, in order to fulfil our aims, we need to take more positive action to counterbalance the inequalities within society and the world at large, and we need to be aware of the ways we ourselves may contribute to those inequalities.

There are many categories in which inequality operates, but we wish to focus on the key categories of gender, ethnicity, religious belief, and disability, with the intention of reviewing and updating this policy on a regular basis and considering extending the categories to include, for example, sexual identity, age and health status.

Aims

- (a) To create an atmosphere in each school across the Trust, within which prejudice, discrimination and stereotyping of all kinds can be challenged and eliminated.
- (b) To increase knowledge and understanding of issues relating to Equal Opportunities.
- (c) To prepare pupils for life in a multicultural and pluralistic society.
- (d) To develop a positive and caring attitude towards people of all communities.
- (e) To promote positive images and expectations.
- (f) To work towards equality of outcome as a measure of success.

Objectives

Management and Organisation

- (i) To review all policies to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which Equal Opportunities applies.
- (ii) To monitor academic achievement by analysing end of key stage data and other suitable test scores by gender.

Ethos

- (i) To ensure that displays all school's within the Trust reflect a variety of positive images which are free from stereotyping associated with gender, race or physical disability.
- (ii) To plan a programme of assemblies which includes opportunities to challenge prejudice, question stereotyping and enhance understanding of our multicultural and pluralistic society.
- (iii) To ensure that all assemblies are free from messages or language which undermine principles of tolerance or understanding.
- (iv) To ensure that sanctions used in the school are the same for boys and girls are applied equally.

- (v) To encourage an understanding of the ways in which language can be used to stereotype and undermine confidence.
- (vi) To make clear that sexist and racist abuse is unacceptable.
- (vii) To ensure that school publications and resources reflect the commitment to Equal Opportunities and are free from gender or cultural bias.
- (viii) To provide access throughout the school site for wheelchair users and people with other disabilities, as resources allow.
- (ix) To encourage and develop positive links with the local community.
- (x) To make all visitors feel welcome.

Classroom Practice and Delivery

- (i) To ensure equal access to resources, equipment and toys.
- (ii) To take steps to build the skills and confidence of children in areas where they may traditionally be lacking in confidence, e.g. dance or sewing for boys, football or construction for girls.
- (iii) To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work.
- (iv) To divide teacher time equitably between girls and boys.
- (v) To create an environment in which cooperation is central and in which children will work in a range of grouping contexts (single or mixed gender, mixed ability, random or compatible) comfortably and with purpose.
- (vi) To teach children the skills to resolve conflicts and become assertive.

Curriculum Planning and Design

- (i) To review the taught curriculum and actively seek opportunities to address the issues of equal opportunities.
- (ii) To ensure that multicultural issues are not presented in a tokenistic way.
- (iii) To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background.
- (iv) To help children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (ie gender, ethnic or cultural background, disability).
- (v) To be aware of the balance of male/female roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or artists', composers', authors' work etc as a focus for a curriculum area.

Assessment

(i) To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations.

Resources

(i) To prepare and select resources which are free from cultural or gender bias, wherever possible.

(ii) Where their use is unavoidable, to employ biased resources as a means of provoking discussion of Equal Opportunities issues.

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