

Eastchurch Church of England Primary School



Equal Opportunities Policy

Review Annually (Latest review March 2016)

Aims and objectives

At Eastchurch School we do not discriminate against anyone on the grounds of their sex, disability, age, sexual orientation, race, colour, religion, nationality, ethnic or national origins. (Please refer to the school's Gender Equality Scheme and Disability Equality Scheme to be read alongside this policy). This is in line with the 1976 Race Relations Act, the Race Relations (Amendment) Act 2000 and the inclusion guidance at the beginning of the National Curriculum which covers both direct and indirect discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our school.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

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

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups.

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.

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.

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.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs. 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.

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 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, disability, age, sexual orientation, race, colour, religion, nationality, ethnic or national origins. 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 Executive Headteacher and Heads of School

It is the Executive Headteacher's role to implement the school's equal opportunities and anti-racist policies as well as the single equality scheme. In this they are supported by the governing body in so doing.

It is the Executive 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 Executive 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 Executive Headteacher and Heads of School promote 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 Executive Headteacher and Heads of School treat all incidents of unfair treatment and any racist incidents with due seriousness.

The role of the Class Teacher

The class teacher ensures 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. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school log book, and draw them to the attention of the Executive Headteacher. The Executive Headteacher has to report any incidents of prejudice or racism to the local authority. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

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.
- Through governor visits.