



# ASHBOURNE HILLTOP Primary & Nursery School

## ***EQUAL OPPORTUNITIES POLICY***

### **General statement**

At Hilltop Primary and Nursery school we recognise our responsibilities under the Race Relations Act, the Sex Discrimination Act and the Disability Discrimination Act to eliminate discrimination and to promote good relations between pupils, staff, governors, parents and the local community. The promotion of equal opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the curriculum and in areas beyond the curriculum.

### **Aims and objectives**

Through the implementation of the equal opportunities policy we aim to:

- create an environment in which all feel valued, irrespective of ethnic origin, gender, ability or age;
- work within the values promoted by our school to ensure that all are treated fairly and with mutual respect; ensure equal access to all areas of the curriculum for all the children in our care;
- promote the belief that all can and should achieve their highest potential in all areas of the taught and 'hidden' curriculum;
- Ensure that all materials used within school to promote learning are appropriate and free from bias.

### **General principles**

Statements of equal opportunity will appear in all relevant school documentation (e.g. school prospectus, staff hand) and equality of opportunity will be included in all school policies. We shall strive to provide training on equal opportunities issues for all staff, including support staff.

All staff and pupils will be made aware of the school's policy on behaviour and individual classes will be involved in developing their own classroom code of practice based upon the model published in the policy; this should have close regard to equal opportunities issues. Parents will be kept informed through newsletters of any changes to the school's behaviour policy.

All parents and carers, regardless of ethnic background, disability, gender or socio-economic background are welcome and will be encouraged to participate as fully as possible in the life of the school.

Reviewed - November 2017 Date to be Reviewed - November 2020

school. We encourage the participation of all parents and carers and have a commitment to keeping them as widely informed as possible about the school. Meetings will be held on a range of appropriate issues and the school will endeavour to arrange these at times which are convenient for the greatest number of parents.

The school will do all it can to ensure that easy physical access is maintained. We shall seek to encourage the support and active participation of all local communities within the school. Parents and members of the local community are frequently involved in the curriculum of the school - by providing voluntary classroom support, help with projects, giving talks and demonstrations - and the school will endeavour to involve the whole community in such activities.

### **Principles relating to pastoral care**

All members of the school community have a right not to experience behaviour which ignores or offends anyone on the grounds of race, nationality, gender, sexual preference, ability, social background or age. We shall foster a positive atmosphere of mutual respect and trust amongst pupils and staff. We aim to create an environment in which all pupils, their families and staff feel affirmed, safe and unthreatened.

Staff and other adults in the school should be seen to behave in a manner which demonstrates mutual respect for one another. All are aware of the school's policy on behaviour and should model its principles at all times. Adults should take every opportunity to encourage children to behave appropriately and to deal with incidents of bullying and harassment swiftly and positively. All staff shares the responsibility of ensuring that play and leisure areas and activities encourage positive and co-operative behaviour amongst pupils. Pupils will be involved in the development of play and leisure areas.

We encourage children to develop self-esteem, confidence and motivation in all areas of their lives, including their own learning, progress and development. Through discussion pupils' perceptions of the curriculum, school organisation and other relevant issues will be valued and taken into account. Pupils will be given opportunities to undertake some formal responsibilities during their time in school, e.g. class monitor/register duties, becoming librarians, playground friends, lunchtime helpers etc.

Teaching staff will seek to recognise and respond to individual needs and where appropriate take action to eliminate barriers of disadvantage. Where appropriate outside agencies (e.g. social services, educational welfare officers etc) will be encouraged to give support.

We shall be sensitive to, and provide for cultural and religious requirements as a matter of course, e.g. dress, diet, events etc.

### **Principles relating to the curriculum**

Opportunities to promote understanding of equal opportunities issues will be taken throughout the curriculum. Pupils will be encouraged to explore aspects of their own culture and that of others, issues in social and political life and values and concerns which humans have in common. These may be achieved through the planned curriculum, through class discussion or through acts of collective worship.

An enquiring, open attitude will be encouraged in children to cultures, beliefs, languages and traditions which are not their own and pupils will be given knowledge of the diverse society in which we all live.

Teaching and learning strategies will reflect the diversity of those within school and will acknowledge and respond to the different learning styles and needs of different groups and individuals. A variety of forms of expression will be used within the classroom situation in terms of language, dialect, oral traditions and music, particularly drawing on those of significance to the pupils themselves and their families.

Learning materials and resources will portray gender, ethnicity, disability and age in as positive, non-stereotypical ways as possible.

Co-operation, collaboration, listening and mutual respect will be encouraged in class and group work. Achievement and progress will be monitored and positive action taken to address any disadvantage.

Staff will take account of all oral and written skills of their pupils when planning and organising classroom activities. Where appropriate language support professionals will be involved in working in the classroom and taking a full part in curriculum planning and delivery. Built in liaison time for staff will be made available for this. Where necessary concepts covered will be made intelligible through practical tasks and activities which do not depend wholly upon written or spoken English.

The school's approach to teacher and statutory assessment will take account of equal opportunities issues. Where possible, tasks and tests will not be gender based or culturally biased. They may involve support staff and the use of visual illustrations and practical activities as well as language.

### **Principles relating to personnel**

The school will seek to implement equal opportunities in the recruitment, support and development of all staff and governors. The governing body will seek to ensure that its recruitment policy is fair and equal and does not discriminate on grounds of race, sex, disability, age or sexual orientation, in line with Derbyshire County Council's policy.

Visitors and voluntary helpers in school who work with children will represent, as far as possible, a range of genders, cultural and ethnic backgrounds.

### **Monitoring and evaluation**

It is the responsibility of all staff to monitor the success of the equal opportunities policy by ensuring that the equal opportunities issues raised within it are followed and supported.

From time to time specific areas for monitoring the provision of equal opportunities more closely (e.g. achievement of boys and girls within curriculum areas) will be identified in the school development plan.

Where monitoring identifies a matter of concern appropriate action will be taken at senior management level to address the situation, after seeking appropriate consultation and advice. The

outcomes of any monitoring and action taken will in turn be recorded within the school development plan.

This policy will be reviewed every three years or in light of changes to statutory requirements.