

Equal opportunities for all

'An entitlement to learning must be an entitlement for all pupils'.

Our school code uses the Equality Act 2010:

To treat everyone Equally and Fairly regardless of:

Age

Disability

Gender

Gender Identity

Race and Nationality

Religion or belief

Pregnancy

Marriage

Sexual Orientation

INTRODUCTION

All pupils at Brownmead Primary Academy have an equal right to develop and achieve their potential. Equality of opportunity underpins the school curriculum and the work of the school. Children at Brownmead are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

The Education Reform Act entitles all pupils in school to a National Curriculum, which is balanced and broad based. The National Curriculum includes cross - curricular dimensions such as equal opportunities for boys / girls, multicultural education and special educational needs. Wherever possible the curriculum will develop children's knowledge and understanding of different beliefs, cultures and needs.

At Brownmead we aim for an atmosphere of trust and respect among children as well as between teachers and children. Citizenship education programme is about how we treat each other and, more importantly, how we learn to respect one another and ourselves as citizens of the world. It also fosters an understanding of the diversity of cultures and needs that exist in school and in the wider community.

PARENTS:

We will introduce and communicate the equal opportunities policy to parents through the school prospectus, admissions meetings with parents and on parent's evenings.

CHILDREN:

It is the right of every child irrespective of age, race or nationality, religion or belief, disability, class, gender, sexual orientation, gender identity, special needs or ability to achieve their full potential. Each child should have access to an education, which will enable them to utilise their talents to the full and achieve their potential. We must develop children to become sensitive to, and aware of, ways in which equality of opportunity is denied and how this might affect them in society.

STAFF:

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children. They will endeavour to establish an atmosphere within school which effectively reduces prejudice and raises self esteem, so that all children can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their background, gender or ability.

As a staff we have to remember that we are role models. We must recognize and challenge discrimination as and when it occurs.

AIMS:

To ensure that:

1. Every individual within the school achieves their full potential and has equal opportunities
2. Every child is given access to the best possible level of achievement appropriate to their age and ability through appropriately differentiated work
3. Staff, parents and children are informed and educated, and reminded of the issues to ensure a continuity of approach throughout the school
4. Prejudice is recognised and challenged to build positive attitudes to difference
5. Understanding and mutual respect of all children, regardless of differences, is promoted
6. Contributions from various cultures are included and acknowledged in the planning and teaching of the full range of National Curriculum subjects, resources and school displays
7. An awareness of the unfairness and injustice of stereotyping is raised
8. Any form of bullying including verbal, physical, homophobic, biphobic, transphobic and psychological bullying by any group or individuals is challenged and addressed
9. High levels of acceptable group and individual behaviour are promoted by ensuring that all the school community is informed of school expectations and procedures
10. There is a commitment to minimising all school exclusions by implementing agreed strategies and procedures ensuring that each child is given the opportunity to achieve and succeed
11. Absences, racist, sexist, disablist and HBT incidents and bullying are recorded and monitored.

EXAMPLES OF STRATEGIES used in school that will carry out these aims
are:

- Planning activities of a non- stereotypical nature such as the home corner and apparatus.
- Giving children time to talk in class discussions to give everyone opportunity to voice opinion and discuss how they are feeling.
- Encouraging the sharing of experiences - encompassing all equality issues.
- Reviewing/updating resources so that appropriate messages are presented to the children.
- Planning role-play experiences to include addressing age, disability, race and gender.
- Providing a differentiated curriculum by developing classroom approaches that cater for individual differences but which do not make distinctions that have negative effects on children, their learning and development.
- Displays around school promoting positive equality issues.
- Providing an entitlement curriculum, which aims to offer the same balanced curriculum and learning experiences to all.
- Staff on playground duty to identify loners, the assertive group and negative physical contact.
- Children encouraged to think about the exclusion of others and the negative effect it can have.
- Involving children in rule making in the classroom and at a whole school level through the school council.
- Using assembly time and themes to reinforce equal opportunity issues.
- Using targets and rewards for children to reinforce acceptable behaviour and attitudes.
- Ensuring that all children will have equal access to all resources. Some children will need encouragement / direction in the use of resources.
- Subject leaders to address equality issues within their subject.
- Giving children a voice, through the school council.
- Sharing in various religious celebrations throughout the year.

THE CURRICULUM

All children will have equal access to all aspects of the curriculum and school life. We will need to monitor our practices to achieve this. Children should be given the opportunity:

- To make choices without rejecting any as being inappropriate, e.g. sport, monitor jobs
- To gain self-worth and self-confidence, freeing them to develop a sense of who they are and what they want
- To have equal educational experiences so that they can make appropriate choices from a base of common skills and knowledge.

RESOURCES

- Books, work cards, equipment and other resources will be checked to see that they are non-stereotyping
- Children will be encouraged to learn to identify and question stereotypes if they are found in existing material
- Resources such as computers, technology equipment and playground space will be allocated fairly.

HIDDEN CURRICULUM

- Displays will show positive role models from all backgrounds covering the 9 protected characteristics of the Equality Act 2010
- There is a need to discuss and counter prejudices and hidden beliefs
- The development and sharing of common interests will be encouraged
- Children's individual characteristics and feelings need to be respected and valued.

STAFF TRAINING

Active participation of all school personnel is necessary for a successful policy. Staff meetings will take place as a means of monitoring / evaluating the policy. Also 'raising awareness sessions' will be planned.

All the staff has responsibility for promoting Equal Opportunities.

SUCCESS CRITERIA

Equal Opportunity will be recognised or highlighted in the following areas:

- SATs results
- Playground/classroom interaction
- Displays in school
- Perceptions of *Governors* and *Parents*
- Teaching styles
- Differentiated work on offer to parents
- Use of resources
- Teacher assessment

Adopted by the *Governing Body* on _____

Signed by *Chair of Governors* _____

Review date _____