

The Heights Primary School Policy for  
**EQUAL OPPORTUNITIES**  
Version 1.1

**Responsible officer:** Staffing Committee  
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Date of last review: November 2016  
Date of next review: November 2018



## 1. Introduction

The Heights Primary School embraces a culture of Equal Opportunities to ensure that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, learning abilities, sensory or physical impairment, social class or lifestyle.

The school achieves this through a system of recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school. Furthermore, the school regularly monitors progress and achievement.

We understand that a child's self perception can be influenced by his or her environment and so we aim to enhance our children's self-esteem and self-confidence by positively working to reduce any form of bias or discrimination and by promoting equality of opportunity.

Strategies are employed to ensure that the cross-curricular dimension of equal opportunities permeates all of the life and work of the school.

## 2. Aims

The school recognises that direct and indirect discrimination may occur and therefore understands the need for a positive and effective Equal Opportunities Policy.

- i. We will promote the concept of equality of opportunity throughout the organisation for both young people and adults.
- ii. We will actively develop a better understanding of a range of human beliefs and values.
- iii. We will promote good relations between members of different racial, cultural and religious groups.
- iv. We will enable pupils to take responsibility for their own behaviour and relationships with others
- v. We will ensure there is an entitlement to equal access and participation in all aspect of school life for every child.
- vi. We will ensure there is an awareness of the inequalities of opportunity that exist in society and a determination that these shall not be replicated/perpetuated in our school
- vii. We will actively recognise and value the diversity of cultures, languages, religions, opinions and beliefs in society.
- viii. We will openly question, discuss and counter all forms of stereotyping, prejudice and discrimination, and take positive action to enable every child to raise her/his self-esteem, expectations and achievement and responsibility for his/her behaviour and relationships with others.

### **3. Specific aims relating to the Single Equality duty**

#### **We will:**

- Consult staff, pupils, parents and community groups to determine single equality objectives.
- Prepare and publish a single equality action plan.
- Set a timetable to agree actions.
- Report on and review these actions every year.

### **4. Curriculum**

We will try to ensure that all children experience every area of the curriculum and that appropriate provision is made, taking account of cultural and social background, abilities and interests. This includes providing for children whose families, at times, are unable to support them in their learning.

We consider the potential of a broad multicultural dimension in every area of the curriculum and include it in our schemes of work.

In our choice of resources and materials we try to avoid stereotyping and bias of any kind and seek to positively reflect a wide range of peoples, cultures and human achievements.

### **5. Classroom Organisation and Management**

We make every effort to provide equal access by monitoring the criteria (gender, race, culture, social, ability) used for grouping children to promote confidence and to provide supplementary and extension activities.

We are aware of the balance of time and attention we give to all the children so that their needs are met.

### **6. Parents and the Community**

We try to increase parental involvement by improving communication on a formal and informal basis and by offering meetings at a variety of times.

We actively encourage all parents, regardless of gender, race, disability, age and background, to become involved in school activities, in the school association and in our governing body.

### **7. Responsibilities**

The Governing Body will ensure that the school complies with legislation and this policy and its related procedures and strategies are implemented.

The Head will ensure the policy applies in the school and is known to and understood by staff, students and parents. The Head must also present relevant reports and statistics to the governing body and its committees as required.

The Head is also responsible for ensuring equality of opportunity in the curriculum.

All staff are responsible for following the policy and for following up and/or reporting all incidents of unequal treatment as appropriate

### **8. Staffing**

We ensure that the school's recruitment, selection and promotion procedures are based on good equal opportunities practice.

We regularly review the professional development of all staff within the school.

We are aware of the importance of positive role models both in terms of gender, disability, age and ethnic origin.

## 9. Assessment and Achievement

We aim to maintain consistently high expectations of all groups of children and to ensure that there is no discrimination in assessment procedures.

All members of staff regularly review practices and approaches involving equal opportunities in terms of all issues mentioned above.

### Amendments:

Version	Date	Updated/reviewed
1.1	September 2014	First version finalised
1.1	November 2016	Updated following PSW committee meeting