



## THE MILL PRIMARY ACADEMY EQUAL OPPORTUNITIES STATEMENT



In our school, we aim to treat each and every child as a valuable member of the community. No child or member of staff will be discriminated against on the grounds of race, gender, wealth, physical disability, learning disabilities or religious beliefs. Every child will be guaranteed equal access to all areas of the curriculum.

We shall endeavour to implement the following course of action:

- All children will be treated equally, fairly and with respect at all times by everyone.
- All children will be addressed by their proper names and not by any nicknames.
- Children will never be reprimanded according to their gender, race, religion or disabilities.
- Boys and girls should not be separated when being placed in groups, for lining up or moving around the school.
- Both boys and girls should be called upon to help with tasks such as tidying the classroom, moving tables and chairs and putting away P.E. equipment. It should never be suggested that any task is particularly suited to any sex. For example, girls are more careful, so can tidy up better or boys are better at moving apparatus because they are stronger.
- Gender specificity should be avoided at all times when planning all areas of the curriculum. All children should have an equal opportunity to participate in all activities, sports and other events.
- Wherever possible, non-sexist resources and books should be used. Teachers should remain alert concerning possible sex bias in some books and curriculum materials.
- Children should be taught to be aware of possible sexist and racist stereotyping and bias.
- Children should be taught to avoid stereotyping those with physical and learning disabilities.
- Children who come from less financially secure homes, should be given equal access to all opportunities which are designed to enhance learning or personal and social development regardless of family difficulties in paying for these.
- Every effort should be made to ensure that girls and boys can fully participate in any sports which interest them. The traditional sex bias attached to some sports should not apply. (E.g. boys only playing football and only girls playing netball.)
- We realise the importance of arranging In-service opportunities to continue to inform and develop the awareness of staff in this very important area.
- We shall continually monitor our practice in order to ensure equal access to the curriculum for all children and equal opportunities for all.



# THE MILL PRIMARY ACADEMY

## EQUAL OPPORTUNITIES POLICY



### **1 Aims and objectives**

- 1.1 We do not discriminate against anyone, be they staff, pupil, governor or visitor on the grounds of their age, gender, transsexual status, sexual orientation, race, colour, religion or beliefs, disability, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.
- 1.2 We promote the principles of fairness and justice for all through the education that we provide in our school.
- 1.3 We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 1.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- 1.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 1.6 We challenge stereotyping and prejudice whenever it occurs.
- 1.7 We celebrate the cultural diversity of our community and show respect for all minority groups.
- 1.8 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.
- 1.9 We aim to ensure that pastoral support takes account of religious and ethnic differences, and the experiences and needs of particular groups of pupils such as Gypsy/Roma travellers, refugees and asylum seekers. Victims of racism and racial harassment will be given appropriate support using external agencies if required.
- 1.10 We create an environment where all pupils can contribute fully and feel valued.
- 1.11 We take account of pupils' cultural backgrounds, linguistic needs and different learning styles
- 1.12 We make different cultural traditions meaningful to pupils by making connections with their own lives, challenging stereotypes and building on pupils' awareness so that they detect bias and challenge racial discrimination

### **2 Anti-racism**

- 2.1 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.
- 2.2 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.

- 2.3** Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups e.g. in religious education, the children study the importance of Diwali to Hindus and Ramadan to Muslims.
- 2.4** 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.

### **3 The role of governors**

- 3.1** 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.
- 3.2** 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.
- 3.3** The governors welcome all applications to join the school, whatever background or disability a child may have.
- 3.4** The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or beliefs, disability or race. 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.
- 3.5** The governing body will ensure that the school complies with Race Relations legislation and that its related procedures and strategies are implemented

### **4 The role of the headteacher**

- 4.1** It is the headteacher's role to implement the school's equal opportunities and anti-racist policy and she is supported by the governing body in so doing.
- 4.2** It is the headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers are given appropriate training and apply these guidelines fairly in all situations.
- 4.3** The 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.
- 4.4** The headteacher promotes 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.
- 4.5** The headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

### **5 The role of all other staff, visitors and contractors**

- 5.1** All staff promote racial equality and good race relations and an understanding of disabilities. They ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 5.2** 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.
- 5.3** 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. So, for example, in history, we include examples

of the significant contributions women have made to developments in this country's history. In geography topics, the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

- 5.4** All our staff know how to identify and challenge racial bias and stereotyping. They challenge any incidents of prejudice or racism, record any serious incidents, and draw them to the attention of the headteacher. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

## **6 Breaches of the Policy**

**Any breach of the Equal Opportunities Policy will be treated most seriously. All details of the breach will be reported to the Governing Body and action may be taken. For pupils this may result in exclusion. Disciplinary action may be taken against members of staff who breach the policy.**

## **7 Monitoring and review**

- 7.1** 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, using pupil tracking data for all pupils at Supported Data Review meetings;
- ensure that monitoring data by racial group, for example, on attainment and progress and exclusions, sanctions and rewards, is used to inform planning and decision making
- monitoring the staff appointment process, by requesting staff appointed to complete an equal opportunities monitoring form;
- 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.

**Signed:**

**Date:**