

Paulton Junior School  
**Policy for Equal Opportunities**

**Rationale:**

- 1.1 Our intention is to enable all children to reach their full potential and to ensure equality of access to a broad and balanced curriculum. However, we recognise that the issue of Equal Opportunities has been developed because of the underlying inequalities that have been present in society in general. This in turn means that, in order to fulfil our aims, we need to take more positive action to counterbalance the inequalities within society and the world at large, and we may need to be aware of the ways we ourselves may contribute to those inequalities.
- 1.2 There are many categories in which inequality operates, but we wish to focus on the nine protected characteristics from the Equal Opportunities Act 2010 of **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.**

**Entitlement:**

- 2.1 Every child is entitled to receive an education which reflects equality of opportunity irrespective of race, gender or belief.
- 2.2 The equality of provision will be monitored regularly.

**Guidelines:**

- 3.1 To create an atmosphere in the school within which prejudice, discrimination and stereotyping of all kinds can be challenged and eliminated.
- 3.2 To increase knowledge and understanding of issues relating to Equal Opportunities.
- 3.3 To prepare pupils for life in a multicultural and pluralistic society.
- 3.4 To develop a positive and caring attitude towards people of all communities.
- 3.5 To promote positive images and expectations.
- 3.6 To work towards equality of outcome as a measure of success.

**Objectives:**

- 4.1 Management and Organisation -
  - i) to review all policies to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which equal opportunities applies.
  - ii) to monitor academic achievement by analysing SAT's results and other test results scores by gender, race, SEN, FSM, EAL.
- 4.2 Ethos -
  - i) to ensure displays around the school reflect a variety of positive images which are free from stereotyping associated with gender, race or physical ability.

- ii) to plan a programme of Assemblies which includes opportunities to challenge prejudice, question stereotyping and enhance understanding of our multicultural and pluralistic society.
- iii) to ensure that all assemblies are free from messages or language which undermine principles of tolerance or understanding.
- iv) to encourage adults from a broad spectrum of society to visit this school, particularly to demonstrate role models which are non-traditional for their sex, ethnicity or disability.
- v) to devise schemes of playground use which avoid domination of space by any particular group.
- vi) to provide training and support in order to ensure that playtime supervisors uphold the principles of equal opportunities in their work with children.
- vii) to include in the school's Behaviour Policy a specific reference to the avoidance of sexual or racial harassment and abuse, together with clearly understood procedures for dealing with any occurrences.
- viii) to ensure that sanctions used in school are the same for boys and girls and applied equally.
- ix) to encourage an understanding of the ways in which language can be used to stereotype and undermine confidence.
- x) to make clear that sexist and racist abuse is unacceptable.
- xi) to ensure that school publications reflect the commitment to equal opportunities and are free from gender or cultural bias.
- xii) to provide access throughout the school site for wheelchair users and people with other disabilities, as resources allow.
- xiii) to encourage and develop positive links with the local community.
- xiv) to make all visitors feel welcome.

#### **4.3 Classroom Practice and Delivery -**

- i) to ensure equal access to resources, equipment and toys.
- ii) to take steps to build the skills and confidence of children in areas where they may traditionally be lacking in confidence, e.g. dance or sewing for boys, football or construction for girls.
- iii) to ensure equal opportunities for talking and listening in whole class discussion, group work and paired work.
- iv) to divide teacher time equally between girls and boys.
- v) to teach children the skills to resolve conflicts and become assertive.

#### **4.4 Curriculum Planning and Design -**

- i) to review the taught curriculum and actively seek opportunities to address the issues of equal opportunities.
- ii) to ensure that multicultural issues are not presented in a tokenistic way.
- iii) to be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language e.g. only presenting images of Africa or India as poor and rural.
- iv) to draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background.

v) to help children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (i.e gender, ethnic or cultural background, disability).

vi) to be aware of the balance of male/female roles, disable/able-bodied and roles from a variety of cultural background, when choosing historical figures or artists', composers', authors' work etc as a focus for a curriculum area.

**Assessment :**

**5.1** To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations.

**Resources:**

**6.1** To prepare and select resources which are free from cultural or gender bias, wherever possible.

**6.2** Where their use is unavoidable, to employ biased resources as a means of provoking discussion of equal opportunities issues.

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