



## BANDON HILL PRIMARY

### EQUAL OPPORTUNITIES POLICY

#### **Meadow Field - Wood Field - Oak Field**

Updated May 2017  
Approved by governors May 2017  
Date for Review May 2019

The framework 'Every Child Matters' ensures that **every** child has an equal right to be healthy, stay safe, enjoy and achieve and make a positive contribution.

In formulating this equal opportunities policy, we recognise that individuals are not always treated as equals and that some can experience discrimination or disadvantage because of their race, gender, class, age, sexual orientation or disability. The keynote of our school's Equal Opportunities Policy is the development of each child to their fullest potential based on our belief in the inherent equality of all individuals.

Bandon Hill Primary School is committed to an effective Equal Opportunities Policy. The purpose of the policy is to ensure:

1. Equal access to the curriculum.
2. Experiences which create positive attitudes towards equal opportunities.
3. Appreciation of the values and responsibilities that contribute to a fair and tolerant society. (Citizenship)

#### **GENDER**

##### 1) Equal Access to the Curriculum

The National Curriculum has been designed to promote equality of access to all subjects but it is recognised that the National Curriculum is only a framework and what actually happens will depend on teachers' attitudes and expertise. The school policy documents in each curriculum subject reflect the needs of all children. The teacher should present the curriculum in ways which engage the interest of both girls and boys equally.

At key Stage One consideration should be given to the effects of early stereotyped play activities upon later development. In particular girls must be given greater opportunity for three dimensional experience and boys additional opportunities which encourage and stimulate language development.

There is a need for boys as well as girls to move outside stereotyped activities, and positive encouragement from the teacher is very important for both sexes. All staff are expected to avoid reinforcing traditional sex roles and to give children equal access to the curriculum.

##### 2) Experiences which create positive attitudes towards equal opportunities

Every effort should be made by all staff to present a non-discriminatory environment. Many small but significant procedures can affect the development of a non-discriminatory environment and staff need to give consideration to the following:

##### Class and School Organisation

- Lining up and moving around the school.
- Registers and class lists.
- Seating arrangements.
- Assigning tasks to individual and groups of children.

- Encouraging mixed pairs, groups, teams etc.
- Arranging club times so that membership does not become mutually exclusive.
- Encouraging mixed participation in clubs.
- Ensuring assessment and testing procedures do not discriminate.

#### Teacher - Pupil Interaction

- Use of language by teacher.
- Discussion with the children as the need arises.
- Discouragement of sexist remarks.
- Children encouraged to challenge sexism.
- Equal expectation of behaviour.
- Equal sanctions applied.
- Equal attention to boys and girls
- Avoidance of gender stereotyped language in reports, notices, worksheets etc.

#### Teaching Materials

- Non-sexist play activities and toys.
- Non-sexist books and materials.
- Non-sexist wall friezes, displays, pictures etc.
- Equal training and practice in the use of tools.
- No discrimination in the allocation and funding of resources.
- Equal access to play activities, computer, construction material, home corner, sports etc

The school aims to widen girls' and boys' view of the world by challenging traditional stereotypes. Staff need to take positive action to introduce de-stereotyping elements into their teaching. For example:

- Focusing on non-sexist reading books and materials.
- Incorporating reversals of traditional sex roles into drama activities.
- Writing worksheets which have men going shopping etc.
- Making girls and women the central characters in writing adventure stories.
- Focusing on the achievements of women in projects.
- Inviting workpeople in non-traditional jobs to talk to the children, eg female bus driver, male nurse.

### **RACE, CLASS, AGE, SEXUAL ORIENTATION, DISABILITY**

Education should recognise that all learners deserve equal respect and that all groups require the maximum opportunity to achieve their potential.

Education should help learners to appreciate the multicultural society in which they live and learn and have the courage to challenge discrimination and prejudice in all its forms.

Education should help learners to understand the complex nature of society and the world in which they live and the interdependence of individuals, communities and nations.

Boys and girls and ethnic groups of all kinds, socially varied groups and children with special educational needs should all have their specific qualities, needs and contributions addressed.

### Inclusion

At Bandon Hill, teachers planning and teaching of the curriculum reflects their awareness of the need to set suitable learning challenges, respond to pupils' diverse learning needs and to overcome potential barriers to learning and assessment for individuals or groups of pupils.

### Racial Incidents

Bandon Hill is committed to combating racial discrimination and harassment. In response to the 'Macpherson Report', we monitor and report incidents of racial harassment. A racial incident form is attached to this policy. Completed forms are returned to the anti-racial harassment co-ordinator who is responsible for reporting these incidents to the education authority.

NB The following are available to read and are kept in the Headteacher's office:

- The Stephen Lawrence Inquiry Report
- Educational Inequality, mapping race, class and gender.
- Race Action Plan.

### Monitoring

Equality monitoring will be carried out to measure the effectiveness of the School's Equal Opportunities Policy, to check the policy is working and act as a basis for future plans. This is to be done by monitoring school procedures to ensure discrimination is not occurring.

### Responsibilities of the School

The school accepts its responsibilities for equal opportunities. All staff, teaching and non-teaching, have a responsibility and role in ensuring that the policy is carried out throughout the school. The relationships that exist at all levels of the school will contribute to equal opportunities.

### Conclusion

It is important to bear in mind that an Equal Opportunities Policy, whether written down or agreed on, can never be a one off project but has to be an on-going process, requiring integration within every part of the curriculum and it should be seen in relation to the needs of the school as a whole.