



# Beech Green Primary School

## EQUALITY OF OPPORTUNITY POLICY

Spring 2013

### 1 INTRODUCTION

- Equality of opportunity is central to life at Beech Green. The following policy is integrated into our overall framework of operation and permeates all aspects of school life.
- **All** staff ensure that **all** children are treated equally regardless of:
  - ethnicity
  - gender
  - disabilities
  - attainment
  - social background
  - age
  - SEN
  - More able
  - EAL
- There is a shared expectation that all staff and pupils have mutual respect towards each other.
- Within the school community, we aim to develop an ‘openness’ of atmosphere, which welcomes everyone to the school. This policy statement outlines the commitment of the Staff and Governors of Beech Green to ensure that equality of opportunity is available to all members of the school community.

### 2 AIMS

To nurture an environment in which tolerance and inclusion prevail:

- By respecting each member of the school community.
- By ensuring equality of opportunity is in every aspect of school life.
- By providing an organisational structure which safeguards all children’s interests, actively discouraging differentiation by age, gender, ability, class, race or culture.
- By delivering a curriculum which promotes individual development, fosters individual talent and removes barriers to learning and participation.
- By providing an equally broad and balanced curriculum for all children.
- By recognising individual merit and responding sensitively to each situation.

- By recognising, acknowledging, respecting and valuing the diversity of cultural heritage.

### 3 TEACHING STRATEGIES

- Prejudice and stereo-typing **must** be challenged **when** it arises, thereby helping pupils to question and explore issues.
- Classroom management is a key issue in achieving equal opportunities. The individual skills of all staff should be effectively used to encourage **all** pupils to participate in **all** areas of the curriculum.
- All staff are committed to the realisation of each child's maximum potential in each subject area. We endeavour to ensure that all children have equal access to all aspects of the curriculum, that all children are given equal opportunities to achieve and that wherever possible resources are appropriate and relevant to the needs of the child.
- It is the policy of Beech Green to provide equal access to **all** activities from an early age, e.g.:
  - Girls playing football/being active in science etc.
  - Boys playing netball/being active in dance etc.
  - Mixed teams/groups wherever possible.
- We aim to provide choice. It must be realised that the individual child may ultimately choose whether to participate in extra-curricular activities even though Beech Green provides equal access to all children whatever their background.
- All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- Beech Green provides an environment which is physically accessible: **all** pupils have equal access to all facilities and resources (see Disability Equality Scheme).
- All adults in school seek to provide positive role models in their approach to equal opportunities.
- We recognise that it is important that all members of the school community use appropriate language towards one another. Use of inappropriate and offensive language will be addressed as a priority (see Behaviour, Anti-bullying and Race Equality Policies).
- We recognise that at Beech Green we do not have an especially culturally diverse environment, so we are very aware that opportunities must be provided

for pupils to have experience of this diversity. Opportunities will be taken to celebrate other cultures through:

- Events such as Arts Week and Book Week;
  - Visits to provide opportunities to experience other walks of life.
  - Inviting guests into school to share aspects of their culture with us when it is appropriate to the area of study. (e.g. Chinese cookery.)
  - Developing contacts with schools in other parts of the world. (e.g. France, Ghana).
- Opportunities are created by staff, for the extension of social relationships across all boundaries, by:-
    - encouraging collaborative learning through small group work (e.g. SULP)
    - creating purposeful tasks through which children work together
    - direct personal and social teaching (e.g. Circle Time)

## **4 SPECIAL NEEDS**

Staff aim to make school a fulfilling and rewarding experience for children with special educational needs by:-

- 1) Ensuring the early identification, assessment and provision of individual needs.
- 2) Ensuring children with special educational needs, including the more able, have appropriate access to a broad and balanced curriculum.
- 3) Providing all children with carefully assessed and administered programmes of work which demonstrate progression.

See separate Special Needs policy and More Able policy for further clarification.

## **5 CONCLUSION**

By implementing the above policy we aim to realise the school's core values of inclusion, social maturity, achievement of every child's full potential and enjoyment of school life. This policy should be read in conjunction with other key policies, including Behaviour Management, Anti-bullying, Racial Equality, the Disability Equality Scheme, and Special Needs.

This policy will be reviewed annually by the Standards committee of the Governing Body.