

## **Trinity St. Mary's C. of E. (Aided) Primary School**

### **EQUAL OPPORTUNITIES POLICY**

This policy statement contains the principles, aims and strategies for Equal Opportunities at Trinity St. Mary's Primary School.

It was reviewed through consultation with the teaching staff and approved by the Governing Body at its Summer term 2009 meeting and will be reviewed in during the Summer term of 2012. The implementation of this policy is the responsibility of all staff. Please also refer to our Race Equality Policy, Gender Equality Scheme, our Disability Equality Scheme and our Equal Opportunities in Employment Policy.

**'Do for others what you want them to do for you...' (Matthew 7.12)**

#### **Introduction**

In accord with the Essex 'Every Learner' statement and our own curriculum policy statement, we aim to consistently provide every pupil with a full range of curriculum provision and learning opportunities, irrespective of gender, ethnic background, spoken language, age, attainment or disability.

Our aim is always to encourage the values of our school to be shared in the wider community, and to actively promote these. This we hope will enable us to work towards mutual respect and understanding, for all our futures within our growing European community & an increasingly interdependent global community (The Essex Quality Framework, 1998)

#### **STATEMENTS OF PRINCIPLE**

- Discrimination on the basis of colour, culture, origin, gender and ability is unacceptable at Trinity St. Mary's.
- Every person at TSM will contribute towards a happy and caring environment by showing respect for and appreciation of each other, as individuals.
- An objective at TSM will be to educate, develop and prepare our children, whatever their gender, culture, colour, origin or ability, for life.
- An equal opportunities philosophy will be practised by all staff in line with this policy.

#### **AIMS AND OBJECTIVES**

- We aim to develop the children's awareness of the increasing diversity of the society in which we live and we aim for the children to develop their own attitudes towards a pluralistic society.
- Within our curriculum we aim to address positively issues of race, (see Race Equality Policy) multi-ethnicity, language, gender, age, attainment and disability, ensuring that these are reflected consistently in the educational experience of all learners and to achieve shared values.
- Our provision will accept that unequal starting points can mean that some pupils may be disadvantaged in specific ways and that they may need special provision to assist them in working with others on a more equal basis.
- We aim to give pupils who have English as an Additional Language pupils (EAL) opportunities for their native tongue and ethnicity to be celebrated and valued.

- We aim for our teaching methods and styles to engage all pupils; we have high and equal expectations of all pupils, enabling each individual to fulfil his/her true potential whilst sensitively and effectively challenging stereotypes or stereotypical activities.
- 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.

## **STRATEGIES/METHODS**

### **Admissions**

- The school follows the Governing Body's Admission Policy, which does not permit gender, race, colour or disability to be used as a criteria for admission at TSM.

### **Discrimination**

- All forms of discrimination within the school should be treated seriously. Incidents should be logged whenever they take place in the school. It should be explained to the offender why the behaviour is unacceptable.

### **Curriculum**

- All pupils have access to the school's curriculum. Staff are aware that their own expectations affect the achievements, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive.

### **Language**

- Staff should be aware of the language and dialect spoken by the children and their families, in order that it is valued and respected. They should be allowed to use their home language, but never use it to exclude others.

We will accurately record and pronounce names and encourage our children to respect names from all cultures.

### **Resources**

- The school's aim is to provide for all pupils according to their needs, irrespective of gender, ability or ethnic origins. In selecting curriculum resources, staff should aim to present positive images that are non-racist and non-sexist. Children should be presented with accurate information about similarities and differences between cultural groups.

### **Assessment**

- Our policy and practice plans for assessment strategies which ensure a developing and continued understanding of every learner's strengths and weaknesses and the ways these can be used as part of the teaching and learning process, providing new targets for learners.
- Our practice involves every learner in the assessment process and in setting further targets for their own learning.
- Our recording and reporting systems aid continuity and progression for all learners and are applied appropriately to current learning experiences.

### **Behaviour**

- Our Behaviour Policy and practice provide shared expectations about attitudes to work and to each other.
- Our three non-negotiable rights are:
  - \* The right to be safe

\* The right to teach or learn

\* The right to respect

- We operate positive and flexible opportunities for rewards, which aid self-esteem: team points, weekly school target certificates, Gold Book and a Star of the Week trophy. These are available to all.
- Circle Time as part of our PSHE programme is used to build self-esteem and positive attitudes; some classes create their own class rules along positive lines.

### **The role of governors**

- 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.
- 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.
- The governors welcome all applications to join the school, whatever background or disability a child may have.
- The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion 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.

Signed by the Chair of Governors:

Dated:

Review: Summer 2012

