

## **Darley Primary School Policy for Equal Opportunities**

Policy completed: June 2009

Co-ordinator responsible: Inclusion Manager / Leadership Team

Date of next review: March 2016, March 2017

### **How this Policy was Developed**

This policy was developed from consultation with staff, governors, parents and various external bodies.

It takes full account of the school's legal obligations, noted in DFE and other materials.

### **School Context**

Darley Primary School around 50 pupils on roll. It is situated in the picturesque Nidderdale village of Darley and serves a wide and diverse community. The school population is made up of British, American and a small minority of ethnic children. Many of our children's parents work on the nearby RAF base at Menwith Hill and are often here on a three year tour of duty. This however can change due to global military need and as a result many of our children are highly mobile.

### **Policy Context and Definition**

At Darley, equal opportunities is the principle of ensuring all stakeholders in our school have equal chance to achieve, equal chance to participate, equal chance to fulfil their role in school and the wider community. Equality for all helps us all to develop a sense of identity and to function well in the world.

We endeavour to ensure that our learners receive equality of treatment and access to education, irrespective of ethnic origin, religion, gender, cultural background, disability or social disadvantage. We aim to begin to equip our pupils with the knowledge and skills they will need to live as members of a culturally diverse society.

Linked closely with equal opportunities is our school's Aims and Objectives and Radley Code.

### **Aims and Objectives**

The aims and objectives of Darley Primary School are listed below; aspects especially pertinent to Equal Opportunities are in bold:

- to create a happy, friendly and welcoming environment for **everyone** in our school community
- to ensure that all children have **equal access and opportunity** to participate in every aspect of school life
- to promote and value high standards and high levels of attainment through a curriculum which values **individual achievement** (ie not

equal to each other but everyone has an equal chance to achieve in relation to themselves)

- to encourage children to make positive and responsible choices in their attitudes and actions
- to develop self-esteem, ambition and pride
- to encourage co-operation and respect
- to provide a wide range of experiences which encourage an enthusiasm for learning
- to encourage sound links between school, parents and the wider community.

The values of Darely Primary School are summed up in our Radley Code (see Values, Aims and Objectives Statement)

Equal opportunities is clearly integral to the principles of **Every** Child Matters and the Five Key Outcomes. The values, aims and objectives at Darley complement these key principles.

With this all in mind, our specific aims in relation to equal opportunities are to:

- avoid prejudice and discrimination in the treatment of others (pupils, parents and staff)
- develop self respect and respect for others
- promote an understanding of the world in which we live and the inter-dependence of individuals, groups and nations
- ensure that pupils make the most of their abilities and the educational opportunities provided
- ensure that pupils make the most effective use of their skills and talents, both for the benefit of each other and to achieve self-fulfilment

### **PSHE, Citizenship and SEAL**

This is an area which can really help to promote the principles of equal opportunities and access amongst our learners: we place great consideration on children's Social and Emotional Aspects of Learning: empathy, self-awareness, managing feelings, social skills and motivation.

The SEAL initiative compliments all our teaching and learning, with particular overlaps with PSHE.

### **Staff Responsibilities**

Staff in school:

- should consider equal opportunities in all areas, both curricular and non-curricular
- ensure that all learners are helped to participate in all activities
- monitor the work and play of their learners in case any is under-represented in an activity
- may group or separate learners in order to ensure equality of opportunity
- will analyse their own class lists, groups, subject and topic choices, allocation of support staff, type of help given, tone of voice, rewards,

discipline and displays for any signs of bias towards or against particular pupils

- will ensure that their teaching does not present biased or stereotyped images, and indeed find opportunities to break established stereotypes (eg in Sex and Relationships Education, consider the roles of mothers / fathers)
- will show consideration regarding their pupils' dress, diet and behaviour
- will set a positive example and use praise to encourage co-operation and consideration between pupils
- will guard against making assumptions and will use a variety of assessment techniques to ensure that no pupil is placed at a disadvantage
- will report incidents of name-calling, jokes, graffiti, emotional comments, bullying or refusal to mix or co-operate with certain pupils / adults to the Headteacher, and stress the need for pupils to do so also (see Behaviour Management Policy and appendix on bullying)
- ensure that other policies meet the needs of equal opportunities