

Equal Opportunities Policy

1 Aims and objectives

- 1.1 We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.
- 1.2 We promote the principles of fairness and justice for all through the education that we provide in our school. (See also School Accessibility Plan).
- 1.3 We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 1.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- 1.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 1.6 We challenge stereotyping and prejudice whenever it occurs.
- 1.7 We celebrate the cultural diversity of our community and show respect for all minority groups.
- 1.8 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.

2 Anti-racism

- 2.1 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.
- 2.2 We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 2.3 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum topic on

religious festivals, the children study the importance of Diwali to Hindus and Sikhs.

- 2.4 Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

3 The role of principals

- 3.1 The principals have set out their 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.
- 3.2 The principals seek to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The principals take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- 3.3 The principals welcome all applications to join the school, whatever background or disability a child may have and consider each application on its own merit.
- 3.4 The principals ensure 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.
- 3.5 The principals promote the principle of equal opportunity when developing the curriculum, and promote respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- 3.6 The principals treats all incidents of unfair treatment and any racist incidents with due seriousness.

5 The role of the class teacher

- 5.1 The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 5.2 When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

5.3 When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

5.4

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the child's personal file, and draw them to the attention of the principals. These are also recorded in the racist incident book and reported to the necessary authorities. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

5.5 In line with Somerset's Code of Practice the school has nominated Madeleine Taylor as the **Equality Needs Coordinator**. In this capacity Madeleine's Role is to raise awareness of prejudice; to explore approaches to avoid unintentional prejudice in our setting; and to promote positive images of cultures, race and religions.

6 Monitoring and review

6.1 This equal opportunities policy is the principals' ongoing responsibility and they review its effectiveness annually in consultation with the staff.

Signed:

Date: