



Equal Opportunities Policy

Aims

This policy aims to:

- Make explicit the meaning and purpose of equal opportunities;
- Provide equality of opportunity for all our children;
- Inform and underpin all policies and the full life of school;
- Provide consistency and development of practice;
- Promote positive attitudes and an active commitment towards equal opportunities throughout the school community;
- Inform an audience including all teaching and non-teaching staff, governors, parents and other interested parties;
- Heighten awareness of the diversities within society;
- Challenge myths, bias, prejudice and stereotypes that may perpetuate discrimination, negative behaviour and attitudes towards groups or individuals;
- Identify key principles and practical strategies to promote positive representation of diversity.

Definition of equal opportunities

Equality of opportunity is based on the premise that:

- All people are of equal value and to be respected regardless of gender, race, ability, social background, physical characteristics, faiths, language or culture;
- All people should have equal opportunities, entitlement and access to the full life of the school;
- Equality of opportunity does not mean the same treatment for all and individuals will be responded to according to their uniqueness.

Twineham is committed to providing equality of opportunity and there is a separate Equalities Policy which should be read alongside this policy. Reasonable adjustments to the curriculum will be made to maximise opportunities for all children to access learning and the curriculum. In school every opportunity will be taken to explore equality and the impact of discrimination.

Safeguarding Statement

The safeguarding of children is paramount at Twineham. Specific policies relating to this area are kept in a file in the School Office as well as in the general policies files. All staff are required to read these policies and commit to the high regard safeguarding has at the school and fulfil all safeguarding duties. To this end all visitors supporting the school curriculum will be CRB checked or never left alone with the children and will be supervised by a member of staff (who will be CRB checked as a matter of course). Children are to be reminded about safety and keeping themselves

safe and opportunities provided in the curriculum to reinforce this will be taken.

Key principles

- All staff, parents and governors will be informed of our policy for equal opportunities.
- All staff within school will provide a positive role-model regarding attitudes, language, expectations and behaviour.
- There will be equal access for all children to the full life of the school.
- All children will be expected to fulfil responsibilities towards themselves, other people and their environment.
- Children will be encouraged to develop independent critical thinking and make their own choices and decisions.
- Positive self-esteem will be promoted.
- Topics, the curriculum, books and all other resources will be chosen to reflect accurately aspects of culture and society.
- Opportunities will be given for all children to take on different roles and responsibilities.
- Groupings of children will be in appropriate response to their needs and the task
- Derogatory and negative remarks intended to discriminate or victimise will be challenged, discouraged and dealt with using agreed strategies and procedures.

All staff, parents and governors will be informed of our policy for equal opportunities

Therefore we must:

- Ensure that the overall aims of the school reflect this policy.
- Include a statement in the prospectus.
- Highlight it at induction meetings for new children.
- Include the issues in meetings, talks and workshops for parents and governors.
- Ensure that all teaching and non-teaching staff, students and regular supply teachers are informed of the policy and apply it consistently.
- Make reference to equal opportunities in all other school policies and schemes of work.
- Continue to raise awareness of the need to promote equal opportunities through talks, meetings and training for all staff, parents and governors.
- Be pro-active and identify good and bad practice.
- Continue to involve governors in the construction, implementation and review of the policy - on paper and in practice.
- Ensure that the policy document is available to parents.
- Involve the parents in the review and evaluation of the policy (by asking for their viewpoints)
- Refer to the policy, or incidents that reflect the policy in the annual report to the governors.
- Promote aspects of the policy whenever possible in newsletters to parents.
- Reflect the same respect when communicating to parents and be sensitive to the correct form of address, surname, marital status.

- The headteacher will promote, review and evaluate this policy.

All staff within school will provide a positive role model regarding attitudes, language, expectations and behaviour

Therefore we must:

- Understand that this policy is not in response to pressures for 'political correctness', but to provide for the overall development of all of our children.
- Expect the highest standards of positive behaviour and attitudes from all adults, when it is to be expected from the children.
- Speak to one another with respect and courtesy.
- Encourage co-operation throughout the school.
- Value the role and contribution of everyone in the school team.
- Ensure that children and parents understand and value the different roles.
- Be critical friends to each other in evaluating how we talk to and about other people.
- Be positive and avoid sarcasm, put-downs and belittling remarks.
- Work consistently as a team and ensure that double standards do not arise (eg within class all children move furniture/apparatus, but within dining hall, midday supervisors select only boys).
- Identify training needs for members of the team who need greater awareness-raising and support.
- Staffing policies and decisions will promote equality of opportunity and not exclude anyone on the basis of a category eg male midday supervisors.
- Promote team spirit by ensuring that all members of the team have the same status and access eg seats in assemblies, the staff room.
- Ensure our written and spoken language promotes positive attitudes towards all people.
- Challenge and discourage all sexist, racist and derogatory remarks and turn them into learning opportunities.
- Be aware that some references to single-parent families, travellers, newly qualified or inexperienced members of staff, can be patronising.
- Address all staff by the name and title of their choice.
- Have high expectations of all of our children.
- Involve visitors to the school who have broken the traditional pattern of roles.
- Treat all children fairly.
- Actively promote and plan for the provision of developing positive esteem.
- Ensure that any of our routines, guidelines or rules are sensitive to diversity.
- Ensure that personal negative or neutral opinions do not undermine the aims and objectives of the policy.
- Let children see that we encompass many attitudes or beliefs.
- Realise that subconscious, subtle use of biased language and vocabulary will perpetuate stereotyping (fireman, tomboy, boy's don't cry, that's not very ladylike).
- Ensure that punishments do not include sitting children with the opposite sex.

There will be equal access for all children to the full life of the school

Therefore we must:

- Fulfil the statutory requirements across the whole curriculum.
- Ensure that all children have turns in doing the prestigious jobs.
- Identify the individual needs of all children.
- Value languages other than English and promote bilingualism.
- Ensure that children with special needs have a programme of support to help them achieve positively in all areas of the curriculum.
- Enable children to have access to all subjects and activities within the curriculum.
- Ensure limited skills (eg writing) in one area do not prevent access to other areas eg Science.
- Respond to and support the more able needs.
- Ensure that the space and equipment of the playground, field, computers, role-play corners are not dominated by one gender.
- Ensure that one area of the curriculum will not be used to punish another ("You were so slow in writing that you're staying in to do some extra Maths").
- Ensure that after school activities are made available to all children within the target age group and based on enthusiasms and commitment.
- Make every effort to prevent children being disadvantaged by transport difficulties or cost.
- Ensure the structured provision for all children in our long, medium and short term plans.
- Match tasks to abilities.
- Communicate and liaise with home to address family cultural and religious implications.
- Ensure that no child is automatically excluded (eg from the school's drama production) because of a previous history or incident of poor behaviour.
- Enable all children to take part in all games and sports and determine agreed gender ratios within NEARS for football, netball, basketball, rounders etc.
- Prevent gender dominance.
- Use positive discrimination and segregation when appropriate.
- Ensure that children are not excluded because they are perceived as being too young/old, less physical/strong.
- Ensure provision so that physical disability does not become a handicap.
- Ensure that games and activities at play times encourage play and involvement for all.
- Ensure that sports day reflects mixed-gender activities.
- Provide resources that will enable children to participate in tasks and activities.
- Provide an environment and resources that actively promote the development of positive attitudes.
- Ensure that our broader curriculum includes personal and social education in which children develop responsibility and self esteem.
- Ensure that this principle of access is not merely formal but functional so that all may achieve good standards and develop their talents to the full.
- Ensure that expectations are not lowered because of social, cultural, ability or gender stereotypes.

All children will be expected to fulfil responsibilities towards themselves, other people and their environment and will be encouraged to develop independent thinking and make their own choices and decisions.

Therefore we must:

- Foster a belief that children can achieve, both for themselves and others.
- Have high expectations of them.
- Make explicit our expectations of behaviour.
- Give them responsibilities and ensure they are fulfilled.
- Reinforce and congratulate all positive behaviour and attitudes, explaining why they were appropriate.
- Foster their sense of belonging and pride.
- Ensure that they know they are responsible for their own space and resources.
- Develop their sense of corporate responsibility.
- Make sure they understand the consequences of their actions.
- Provide opportunities for children to become involved appropriately with a cross-section of their community and society including the Senior Citizens, disabled.
- Ensure that responsibilities are not limited to a single gender or age group.
- Ensure the planned provision of PSE to develop and extend the theme of responsibility.
- Develop activities to promote the care of garden, pond, plants, birds and other resources of the outdoor environment.
- Encourage children to comfort and look after the injured party of playground incidents and accidents.
- Develop an accurate awareness of more national and global issues such as the environment, famine, drought, homelessness.
- Ensure a balance between positive and negative national and global issues.
- Support and encourage the children's interests and initiatives in fund raising for charities.
- Teach them that individual campaigns cannot provide all the solutions, yet every journey of a thousand miles starts with a single step.
- Develop the skills for independence in their learning.
- Plan co-operative and collaborative activities.
- All learn to become good listeners and hear what is being said.
- Standardise routine procedures so children develop a sense of order and continuity.
- Negotiate rules and contracts with the children.
- Enable them to express their opinions and to listen to those of others.
- Help them to realise that being different or having a different opinion is not wrong.
- Develop mutual tolerance, trust, respect, understanding and restraint.
- Ensure that children know they have an active role in the school.
- Ensure that children are aware of their personal safety and that of others.
- Enable them to develop and practise turn-taking, sharing, giving way (graciously!) and praising others.
- Defuse and channel aggression and crises and then enable children to resolve them.

Children will be encouraged to develop independent critical thinking and make their own choices and decisions.

Therefore we must:

- Talk to children regularly about their own work in a constructive, diagnostic way.
- Plan opportunities for formal evaluations.
- Give children clear criteria to critique their own work and that of their peers.
- Ensure they have daily opportunities to make informed choices and appropriate decisions.
- Reinforce, explain and praise the appropriateness of their choices and decisions.
- Discuss newsworthy items, good and bad; the underlying reasons for conflict; possible solutions.
- Use circle-time to discuss problems and hypothetical scenarios to air opinions and draw conclusions.
- Provide stimulating, challenging displays, assemblies, activities that encourage an active response.
- Draw upon a variety of teaching techniques to promote thinking eg open ended questioning.
- Enable children to question, research, answer, analyse, change their minds and explain their reasons.
- Encourage children's initiatives within and beyond the school.
- Ensure the planned provision and development of personal and social skills.
- Give children specific responsibilities and expect them to be fulfilled.
- Ensure that resources are in a particular place and available and accessible.
- Have high expectations that children will take responsibility for their own resources, work space, actions.
- Encourage and develop a sense of corporate responsibility.
- Question and challenge attitudes and values, especially those that are entrenched, including theirs and our own.
- Encourage children to listen to others' points of view.
- Broaden and develop children's horizons and knowledge.
- Have high expectations and confidence in their abilities to be independent.

Positive self-esteem will be promoted

Therefore we must:

- Value the children as individuals.
- Foster and maintain positive attitudes and respect.
- Show pride in our school community and value everyone's role within it.
- Develop their sense of identity and belonging.
- Ensure that the children know they have an active role in the school.
- Listen and respond to them.
- Be aware of individual needs, interests and abilities.
- Ensure that all children experience success.
- Teach children that mistakes are a positive learning experience.
- Ensure children feel good about themselves in order to value others.
- Recognise efforts and achievements.
- Share and celebrate successes publicly.
- Ensure that work from all children is displayed at some time.
- Help children to realise that being different or having a different opinion is not wrong.
- Provide regular diagnostic, constructive feedback and feedforward.
- Praise and reward regularly and appropriately.
- Have high but realistic expectations of all children.
- Build teaching and learning on what the children know.
- Develop a positive approach to behaviour management.
- Plan specific self esteem exercises (eg circle talk, forums, PSE activities).
- Tell the children when and why their action was appropriate.
- Encourage their interests and achievements beyond the school.
- Ensure that our humour is not sarcasm.
- Ensure that consideration is given to raising the self esteem of the child rather than the esteem of the school (eg winning a match).

Topics, the curriculum, books and other resources will be chosen to reflect accurately aspects of culture and society.

Therefore we must:

- Establish criteria for choosing new resources and reviewing old resources.
- Keep examples of biased, stereotyped resources to use as a teaching aid to suggest alternative representations.
- Encourage speakers and visitors from all walks of life.
- Ensure that visitors are aware of and reflect this principle when they talk to our children.
- Be alert and consistent in our choice of materials.
- Ensure that children have ready access to a wide range of books and literature including fact, fiction, cultures, times.
- Highlight similarities in different cultures and beliefs.
- Identify differences as an interesting feature of life without making them appear bizarre.
- Have some bilingual resources, notices and posters within the school to promote multi-lingual awareness.
- Be aware of how we portray social and economic factors eg images of the developing world; single-parent families.
- Ensure that all children have equal access to the full life of the school and be vigilant about access to resources such as the computer, the playground, field, technology and teachers' attention and time.
- Provide additional resources when appropriate to ensure equal opportunities.
- Ensure equal access to specific areas of the curriculum, eg PE, Music.
- Ensure that role models are balanced - not all scientists are male, cleaners are female.
- Ensure the curriculum reflects the contribution of people from other cultures and includes men and women.
- Ensure our teaching reflects the wide ranging roles, relationships and lifestyles in society.
- Ensure that aspects within curricular areas are informed by other cultures eg patterning could reflect Rangoli and Islamic designs.
- Illustrate cultural diversities and similarities throughout history.
- Identify and give reasons for different ways in which people and events have been represented.
- Ensure opportunities to reflect and evaluate emerging attitudes and values.
- Ensure that we can draw upon a range of resources from other traditions, cultures, conventions, times.
- Use correct terminology such as spasticity, traveller, Inuit, native American Indian.
- Ensure displays reflect aspects of our culturally diverse society.

Opportunities will be given for all children to take on different roles and responsibilities.

Therefore we must:

- Avoid using gender as an organisational category (registers, lining up).
- Address instances of bias and discrimination, including within the children's own choices.
- Draw upon a range of grouping arrangements including ability, mixed-ability, gender, social, friendship, age, team, random - and choose appropriately.
- Use positive discrimination where relevant.
- Develop the range of roles within group work such as scribe, organiser, leader, spokesperson, presenter, monitor.
- Ensure that all children tidy, carry, lift, care.
- Have the same expectations of all children regards neatness, fluency, creativity, noise, assertiveness.
- Promote mixed sports.
- Encourage all children to become poets, musicians, dancers, technologists, mathematicians, etc.
- Actively promote non-stereotyped behaviour and activities.
- Plan for co-operative, collaborative activities.
- Allow children to develop their own identity.
- Ensure that children take on a range of roles in productions, teams, presentations, role-play.
- Promote activities such as paired reading/writing.
- Give specific roles and responsibilities to children and ensure they are fulfilled and changed.
- Explore roles through drama.
- Ask quiet, shy children to show visitors around the school rather than always rely on the self-confident children.

Groupings of children will be in appropriate response to their needs and the task.

Therefore we must:

- Provide a balanced range of grouping strategies including whole class, large and small groups, pairs and individuals.
- Use a range of groupings including ability, mixed ability, gender, social, friendship, team, age, random, interest.
- Be flexible in the formation of groups.
- Use a mixture of teacher and child-selected groups.
- Differentiate carefully to match the task to the needs of the child.
- Decide carefully whether to integrate or segregate a child, or group.
- Target additional support appropriately.
- Ensure that the number of groups or activities at any one time is manageable.
- Ensure that our time spent with the children is focused, fair and equitable.
- Ensure that registers, lunch queues etc, are organised by alphabet, year or class groups.
- Be aware of when a group represents physical proximity; co-operation; collaboration.

Derogatory and negative remarks intended to discriminate or victimise will be challenged using agreed strategies and procedures.

Therefore we must:

- Be seen to take a stand against sexist, racist, bullying or derogatory behaviour.
- Ensure that all children, staff and parents know and understand the school's agreed strategies and procedures.
- Apply the policy consistently.
- Encourage children to report incidents rather than suffer in silence or take inappropriate action such as revenge.
- Take complaints seriously.
- Address incidents and issues through drama, role-play, circle time.
- Reinforce positive behaviour and turn negative behaviour into a learning experience.
- Give reasons and explanations for inappropriate and unacceptable behaviour.
- Challenge such incidents calmly, rationally and quickly.
- Use sanctions and loss of privileges appropriately.
- Ensure that the Headteacher is kept informed, if not involved.
- Encourage apologies and peace-offerings.
- Avoid public confrontations.
- Inform and involve parents in our actions.
- Offer counselling to victims and aggressors.
- Use positive intervention as early as possible to prevent tensions becoming crises.
- Be aware that bullying often masks low self esteem.
- Give warnings before applying sanctions.
- Make it clear that it is the behaviour that is disliked and not the child.
- Ensure that the children know the consequences of their actions.