



1. INTRODUCTION

This policy needs to be read in conjunction with the following school policies:
Racial Equality, Inclusion Policy, Special Educational Policy, International Policy.

2. AIMS AND OBJECTIVES

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

3. ANTI-RACISM

- 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 would act immediately to prevent any repetition of the incident. All incidents are recorded in the Racist Incident Book and reported to the LEA.
- We endeavour to make our school welcoming to all. 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.
- Our curriculum is designed to promote and take every opportunity to include different cultures represented in the U.K. and from around the world.
- 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.



4. 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 governing body will, in its annual report, make reference to arrangements for disabled pupils.
- The governors welcome all applications to join the school, whatever background or disability a child may have, subject to the physical limitations that our school imposes that are referred to in the **Disability Access Plan**.
- 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.

5. THE ROLE OF THE HEAD TEACHER

- It is the head teacher's role to implement the school's equal opportunities and anti-racist policy and s/he is supported by the governing body in so doing.
- It is the head teacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The head teacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes 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.
- The head teacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

6. THE ROLE OF THE CLASS TEACHER

- The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 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.



Equal Opportunities Policy

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- 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.
- All our teachers challenge any incidents of prejudice or racism. We record any serious incidents and draw them to the attention of the head teacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

6 MONITORING AND REVIEW

- It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by requiring the Headteacher to take into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils. Also by:
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.