



# Lythe Church of England Primary School

## Equal Opportunities Policy

‘Equal opportunity’ is the right of everyone to equal chances, and of each individual to be respected for who they are.

### Aims

This policy statement outlines the commitment of the staff and Governors at Lythe Primary School to ensure that equality of opportunity is available to all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents
- Governors
- Visitors to the school
- Students on placement.

Equal opportunities permeate all aspects of school life, and are the responsibility of every member of the school community. The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the Headteacher and Senior Leadership Team.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender (including Transgender)
- Social background
- Ability/Disability
- HIV/AIDS
- Belief
- Age
- Marital status

- Nationality/Citizenship
- Sexual orientation.

In the context of the school we feel the most appropriate definition is that: Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.

### **Ethos and Atmosphere**

At Lythe Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

- There should be an 'openness' of atmosphere which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Policy).
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

### **The taught curriculum**

At Lythe Primary School, we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum 2014. Our planning takes account of the differing needs of

pupils and their progression. We have a commitment to evaluate curricular outcomes each half term to ensure that what we have actually planned takes place and that all pupils are making expected progress. These evaluations are completed by the Headteacher and Senior Leadership Team.

### **Resources and Materials**

The provision of good quality resources and materials within school is a high priority. These resources should:

- reflect "the reality of an ethnically, culturally and sexually diverse society"
- reflect a variety of viewpoints
- show positive images of males and females in society including people with disabilities
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality

### **Language**

We recognise that it is important at Lythe Primary School that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals eg Inuit rather than Eskimo, Native Americans rather than Red Indians.

### **Organisation of Learning**

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity. At Lythe Primary School our environment is culturally diverse, and we are very conscious of the need to provide opportunities for all pupils to explore and understand the cultures and heritage of their peers. We do this by inviting faith leaders into school on a regular basis; celebrating main religious festivals such as Eid and Diwali; encouraging pupils and parents to share their experiences and cultural heritage.

### **Extra-curricular provision**

It is the policy of this school to provide equal access to all activities from an early age eg girls playing football, boys playing netball and mixed teams wherever possible. We undertake

responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (eg sports helpers, coach drivers) by providing them with access to the policy. We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

### **Provision for Bilingual pupils**

We undertake at school to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- Traveller children
- those from refugee families
- pupils whose home language is not a standard form of English
- pupils for whom English is an additional language.
- While there is a need for pupils to learn to communicate in Standard English we believe that their home language should be celebrated and respected.

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff at both key stages. We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

### **Harassment and Bullying**

It is the duty of this school to challenge all types of discriminatory behaviour eg. unwanted attentions (verbal or physical) unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender). The school has a clear, agreed procedure for dealing with incidents such as these (see Behaviour Policy and Anti Bullying Policy).

### **Parents and the Wider Community**

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to other diverse groups within our immediate community and beyond.

### **Monitoring and Review**

All staff share a responsibility for monitoring and effectiveness of our equal opportunities policy and reporting concerns to senior staff.

Subject managers will monitor their subjects to ensure the taught curriculum, resources, assessment procedures and learning outcomes ensure equality of opportunity for the whole school community. The Headteacher holds specific responsibility for monitoring and reviewing the effectiveness of the policy in conjunction with senior staff.

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**Implemented: 20.03.24**

**Review due: March 2025**