

ATWOOD PRIMARY SCHOOL



EQUAL OPPORTUNITIES POLICY

Introduction:

This policy is a statement of the rationale and implementation process of equal opportunities at Atwood School. It should be read in conjunction with other relevant school policies such as Race Relations, Behaviour and Special Needs.

Purpose:

We need a code of practice which enables all pupils to celebrate the diversity of our school, local and global communities.

- We need to ensure that all individuals within the school, whatever their sex, race, religion or ability, are able to learn, teach or work in a non-threatening and supportive environment in which self esteem is enhanced.
- We need to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We need to define and identify unacceptable behaviour and offer strategies for dealing with the perpetrators and provide support for the victims.
- We need to be sure that all recruitment, employment, promotion and training systems are fair to all, providing opportunities for everyone to achieve.
- We need to ensure that all staff take responsibility for these issues in all aspects of school life.

We at Atwood School believe that, in order to achieve the above, every effort must be made to ensure that all individuals within this school are valued and have the opportunity to develop their full potential within a context of mutual respect, justice and fairness.

Implementation:

Active participation of all school personnel is necessary for a successful policy and all staff will need to:

- recognise that the early, pre-school experiences of pupils will differ due to the diversity of backgrounds.
- observe the pupils in the classroom and at play and note any areas of concern.
- identify any sexist, racist, religious or cultural issues.
- identify any class or socio-economic issues.
- identify personal issues – physical or intellectual.
- receive and act on information on any aspects of health which may affect the pupil/adult at school. This may be from parents, the persons themselves, the G.P., the health visitor, etc.
- consult with advisory and support teachers/agencies to ensure equal access at school.
- identify the best use of resources within the school and the best use of outside resources.

The role of all members of staff:

To ensure that all pupils and other members of staff are treated fairly, equally and with respect as outlined in this policy.

All staff should challenge any act of discrimination and intervene in a positive way. Serious incidents should be reported to the head teacher.

The curriculum should reflect the diversity of the world we live in.

The role of the head teacher:

The head teacher should implement the school's equal opportunities policy and is supported by the governors in doing this.

The head teacher is responsible for all staff being aware of the equal opportunities policy, and for ensuring that the staff apply the policy in all situations.

The head teacher should ensure that all appointment panels give due regard to this policy.

The head teacher should be responsible for taking appropriate action in any serious incident involving unfairness or prejudice of any kind.

The head teacher is responsible for developing a curriculum that promotes the principle of equal opportunities.

The role of the governors:

The governing body has set out its commitment to equal opportunities in this policy statement and will do all it can to make sure all members of the school community are treated with fairness and equality.

The governors will support the head teacher in his implementation of this policy.

The governors will take all reasonable steps to ensure that the school environment gives access to people with disabilities.

Monitoring of the policy:

All members of staff are can suggest improvements or changes as they see fit.

Parents and pupils should be encouraged to share their own perceptions and perspectives.

The governing body are responsible for reviewing the policy regularly.

Reviewed: January 2007

To be reviewed again: September 2008