



Grangetown Primary School

Equal Opportunities Policy

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At Grangetown Primary School we hold Equal Opportunities as a central plank to our whole school ethos. All who work within the school subscribe to the following five guiding principles -

- **We provide a caring community where all are valued and respected:**
- **We ensure that equal opportunities and equal access are at the heart of all aspects of the school:**
- **We provide a stimulating, dynamic and supportive environment which motivates all to have high aspirations and expectations of themselves and of others:**
- **We provide high quality teaching which, in partnership with parents, governors and the wider community, enables all children to achieve their full potential as well-rounded citizens of the future.**
- **We ensure that children, parents and governors are informed participants in the learning process and that each successful step in that process is celebrated.**

As can be seen Equal Opportunities is an important thread which runs throughout these statement and our Policy reflects its importance.

1 Aims and objectives

We do not discriminate against anyone, be they staff, parents or pupil, on the grounds of their sex, race, colour, disability, religion, nationality, ethnic or national origins. 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 and we strive to meet their individual needs.

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.

2 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 will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. 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.

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. Discrimination due to disability or other forms

We do not tolerate any form of disability discrimination or abusive behaviour against a person because of their disability, as we would not tolerate any other form of discrimination or abusive behaviour. Should such incidents arise, we will act immediately to prevent any repetition of the incident.

We attempt to make our school welcoming and accessible to all adults and pupils. We strive to meet the physical and learning needs of all pupils, delivering a relevant and balanced curriculum to all. Where the physical disabilities of a child make a specific part of the curriculum difficult to access we attempt to look for alternative activities or experiences.

We promote an extremely positive view of our disabled pupils and the role of people with disabilities within the community throughout the whole school.

Should anyone at our school be a victim of abuse due to their disability or another form of discrimination, we will do all we can to support that person in overcoming any difficulties they may have and address the issues strongly with the perpetrator/s of the abuse.

3 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 governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion, disability 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.

4 The role of the headteacher

It is the headteacher's role to implement the school's equal opportunities policy and he is supported by the governing body in so doing.

It is the headteacher'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 headteacher 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 headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness following the same guidelines as if the incident were that of bullying.

5 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.

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.

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