



Equal Opportunities Policy

To go further than I thought.
To reach higher than I dreamed.
To become the person I need to be.'

Reviewed policy agreed by Governors: Summer 2022
Reviewed policy shared with staff on: Summer 2022
Policy to be reviewed again: Summer 2024

Aims and objectives

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, 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.

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.

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.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs.

Family structures

There are many different family structures in our community. We do not assume that a child has both mother and father at home. Children may have step or foster families, live with lone parents or same gender parents or be brought up by grandparents. They may spend part of the week with one parent and part of the week with another.

Discrimination against LGBT (Lesbian, gay, Bisexual and Transgender)

There are many LGBT people in our community and we recognise the existence and damage of homophobia in society and amongst our community. We will not tolerate it in our school. We do not allow or support discrimination or prejudice or accept language or behaviour which is harmful or negative or less than respectful to any individual or group of people. We always respond in a consistent, clear and positive way in dealing with any and all kinds of homophobia or homophobic name calling in school. We will enable children and young adults to understand that there are a range of options and choices in people's sexuality, lifestyle and partner preference and that our differences are valid and valued and recognised.

Recruitment and employment

We advertise all job vacancies and we follow Greenwich Council's Equal Opportunities Policy in relation to job applications and the recruitment process.

We work to eliminate discrimination in employment practice and actively promote equality within our workforce. There is always a member of the interview panel who has completed 'Safer recruitment'

The role of governors:

- the school complies with race relations, disability, gender and SEN related legislation, including the general and specific duties
- this policy and all its related procedures and strategies are implemented • monitoring of the effect of this policy is undertaken in relation to ethnicity, language, attainment, age, disability, gender and family background and the action is taken based on any outcomes
- this policy is reviewed regularly and kept up to date
- regular review of this policy will be undertaken. We will monitor the effects of this policy on different groups and take action based on any outcomes.

The role of the Executive Head Teacher and Head of School:

- To implement the school's equal opportunities and anti-racist policy and s/he is supported by the governing body in so doing.
- To ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- To ensure 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. • To promote 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.
- To ensure that any incidents are treated with the utmost seriousness.

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 (unless choosing to show how unjust it is)
- Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images.
- 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.

- Challenge any incidents of prejudice or racism. We record any serious incidents, 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.

We provide a range of challenging teaching and learning strategies, including:

- varied and flexible grouping within a year group
- withdrawal of very able children for higher level work within small groups, e.g. music tuition, inter-school sporting activities, Maths competitions
- upward differentiation/extension schemes of work
- teaching thinking skills in a subject context e.g. problem solving, decision-making
- asking higher order questions which encourage investigation and enquiry
- setting clear and challenging targets
- enabling children to evaluate their own and others' work
- a wide range of extra-curricular activities and clubs
- opportunities for artistic, musical, dramatic and sporting development.

Monitoring and review

We regularly review and refresh our identification processes in the light of pupil performance and value-added data and we monitor to ensure that it reflects our school population and that both genders and different ethnic and social groups are represented.