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Policy on Equal Opportunities

Introduction

At Russell Hall Primary School we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve their highest potential. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy accords with the Equality Act 2010.

Aims and objectives

At Russell Hall we will:

- not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- promote the principle of fairness and justice for all through the education that we provide in our school.
- seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone.
- challenge personal prejudice and stereotypical views whenever they occur.
- value each pupil's worth and celebrate the individuality and cultural diversity of the community centred on our school, showing respect for all minority groups.
- be aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

Racial equality

At Russell Hall we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

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 will not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Behaviour and for Racial Equality)

We endeavour to make our school welcoming to all minority groups. We aim to promote an understanding of diverse 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.

Disability non-discrimination

The school is committed to endeavouring to provide an environment that allows disabled children full access to all areas of learning. In some circumstances teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

Due to the nature and age of the building there are some physical restraints to access to some areas; however the school strives to comply with the requirements of the amended Disability Discrimination Act that came into

effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

Gender equality

We recognise that in some subject areas the achievement of one gender is greater than the other. We are committed to seeing all individuals and groups of pupils making the best progress possible at Russell Hall by being vigilant for gender biased resources and purchasing materials that interest and stimulate all.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve one gender's attainment do not do so at the expense of the other.

Strategies and Procedures

The Governors will support the Headteacher and the Senior Leadership Team in its commitment to equal opportunities to ensure that:

- all members of the school community are treated both fairly, equally and with respect.
- all appointments panels give due regard to this policy, so that no one is discriminated against.
- the school environment properly accommodates people with disabilities.
- all applications to join the school are treated equally, whatever background or disability a child may have.
- no child is discriminated against whilst in our school on account of their gender, 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 has a bearing on school uniform, then the school will deal with each case individually and sensitively, and with respect for the child's cultural traditions.
- all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- Teachers promote the principle of equal opportunity when developing the curriculum. They seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.
- The school promotes respect for other people in all aspects of school life; in assemblies and during WOW time, for example, respect for other people is a regular theme, as it is also in displays around the school.
- When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups or genders.
- All our teachers and support staff challenge any incidents of prejudice or racism and bring these to the attention of the Headteacher or Assistant Headteachers.
- The school monitors the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- We monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- We take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- We monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.