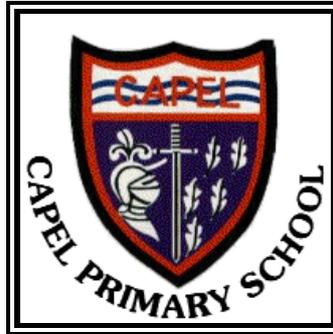


# Capel Primary School



## Equal Opportunities Policy

Next Review Due: **Spring 2014**

**Staff**

08/01/13

**Sub Committee**

14/01/13

**Govs**

24/01/13

## **Equal Opportunities Policy**

Kent County Council operates an Equal Opportunities Policy. The Governors of Capel Primary School have agreed to adopt this policy. (Please see SEN Policy)

- Our school is committed to emphasising the common elements and values of our multiple culture rather than highlighting conflicting areas.
- Every pupil and staff member will endeavour to further this commitment by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of each other as individuals.

### **AIM**

- to promote justice, equality of opportunity and fair treatment for all, thereby allowing everyone whatever their race, religion, gender, language, disability or family background, to achieve the level of success and self respect which they deserve, whilst retaining their identity.
- to establish an environment where school becomes effective in reducing prejudice and raising self esteem.
- to provide a safe and welcoming place for all members.
- to prepare children for living in a complex society and to enable them to develop knowledge, understanding and respect for other members of society.
- to provide an environment where racist and sexist assumptions, attitudes and behaviour are challenged.
- to support the LEA in its multi-cultural, anti racist and anti sexist policies, and to take the appropriate action to deal with any form of prejudice within school.

### **Practice**

#### Admission

The school follows the LEA Admission Policy which does not permit sex, race or disability to be used as criteria for admission.

### **Appointments**

In all staff appointments the best candidate will be appointed based on strict professional criteria without regard to sex, race or disability.

### **Curriculum**

- to provide a curriculum which emphasises the positive aspects of cultures and genders to give children the confidence that racism and sexism can be eradicated.

- to recognise in our teaching the contributions to the development of Science, Technology and the Arts which have been made by both genders and many cultures.
- staff will, by careful use of language and choice of resources, avoid reinforcing stereotypical views of society.
- to recognise that the pupils themselves are an important resource within the classroom and their experiences are valued and shared.
- to challenge the notion that some subjects are purely masculine or feminine activities and to value the experiences of both boys and girls.
- to discourage either gender from dominating lessons and encourage all to view their contributions as having equal value.
- to enable all children to have equal access to the curriculum. Staff must be aware that their own expectations and cultural assumptions affect the achievement, behaviour and status of each pupil.
- to be balanced, objective and sensitive and not highlight sexual and cultural differences.

### **Differentiation**

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of pupils based on their differing individual needs.

### **Resources**

Staff should choose resources which:

- portray the world as seen from different gender and cultural perspectives and thereby communicate how it feels to be of any other group. Positive images of all groups should be used.
- are factually up to date.
- positively and realistically portray other people.

### **Discrimination**

- All forms of discrimination by any person within school will be treated seriously. It should be made clear to offenders that discrimination on the basis of colour, origin, sex or ability is unacceptable.
- Parents should be aware of the school's commitment to equal opportunities and should be involved if their child offends.