Ysgol Gynradd Maes-y-Deri
Oaklands Primary School

Together Everyone Achieves More

Equality Policy

OAKLANDS PRIMARY SCHOOL

Equal Opportunities Policy

At Oaklands Primary School, we aim to provide equality of opportunity for all children whatever their age, ability, gender, race, religion or background.

Aims

Our school aims to be an inclusive school, where equality of opportunity is a reality for all our children and for our staff.
The ethos of our school supports the development of self-respect and self-esteem in all pupils, staff and the community we serve.

We believe that every child, parent and member of staff has a right to equality of opportunity, to be treated fairly, and has a right to make the most of her/his potential, regardless of gender, ethnicity, cultural background, religion, disability, age and sexual orientation.

How does the equal opportunities policy link with other policies?

All school policies are informed by the principles of equality of opportunity. However, certain policies are of particular relevance:

- The race equality policy;
- The special educational needs policy;
- The monitoring and evaluation policy;
- The school access plan;

The equal opportunities policy provides an overview to link other policies.

Implementation

Our school provides equality of opportunity to all groups:

- Male and female
- Minority ethnic
- Children whose first language is not English
- Children with special educational needs
- Children with disabilities
- Gifted and talented children

Staff

- We promote fairness and justice for all.
- We ensure that all pupils are treated with respect
- We do not discriminate against any child

- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school
- We strive to remove any forms of discrimination, either direct or indirect that may form barriers to learning or to the development of any child or group of children.
- We challenge stereotyping and prejudice.
- We 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. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography 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.
- When selecting classroom material, we strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.
- We challenge any incidents of prejudice or racism, and should they occur draw them to the attention of the headteacher.
- We want to see a work force in the school that is representative of our local population. We have systems of monitoring recruitment and selection procedures to ensure that RCT County Borough's policies are applied rigorously.
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Teachers ensure that children

- Feel secure and know that they are valued
- Appreciate and value the differences in others
- Are encouraged to participate in all aspects of school life
- We monitor all attainment data and if underachievement by certain groups is identified then action is taken to address that underachievement. For example, at different times there may be work to promote boys' literacy, and the overall achievement of other ethnic groups of children.
- We monitor curricular and extra-curricular opportunities to ensure that they are broad and balanced, that they represent different cultures, and that stereotypes are challenged. We monitor our behaviour records to see if there are trends that need to be addressed.

The Headteacher's role

- is to implement the school's equal opportunities policy
- is to ensure that all staff are aware of the policy and apply it fairly in all situations
- is to ensure that the principles of equal opportunity are promoted within the curriculum
- is to treat all incidents that contravene this policy with due seriousness

The Board of Governors

- have set out their commitment to equal opportunities in their endorsing of this statement.
- will monitor the effectiveness of this policy and amend when required
- will take into serious consideration any complaints regarding equal opportunity issues from parents, staff and pupils.

- 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 properly accommodates 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 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 sensitively, and with respect for the child's cultural traditions.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- require the headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every two years or earlier if it is considered necessary.

Head Teacher: **C Wright**	C Wright
Chair of Governors: **H Wagner**	Helen F. Wagner.
Date adopted by Governors	**December 2015**
Planned review date	**December 2017**