



JOHN 10:10 LIFE IN ALL ITS FULLNESS

Hurst  
EDUCATION TRUST



# Equal Opportunities

May 2023

Reviewed by	Approved by	Date Approved	Next Review Date
Headteacher / FGB	Headteacher / FGB	04/07/2023	03/07/2026

## **Aims:**

This policy aims to:

- Make explicit the meaning and purpose of equal opportunities.
- Provide equality of opportunity for all our children
- Inform and underpin all policies and the full life of the school.
- Provide consistency and development of practice.
- Promote positive attitudes and an active commitment towards equal opportunities throughout the school community.
- Inform the whole school community.
- Heighten awareness of the diversities within society
- Challenge myths, bias, prejudice, and stereotypes that may perpetuate discrimination, negative behaviour and attitudes towards groups or individuals.
- Identify key principles and practical strategies to promote positive representation of diversity.

## **Equality of opportunity is based on the premise that:**

- All people are of equal value and to be respected regardless of gender, race, national origins including citizenship, ability, social background, marital status, sexual orientation, physical characteristics, religion or creed, language, or culture.
- All people should have equal opportunities, entitlement, and access to the full life of the school forming part of an inclusive community.
- Equality of opportunity does not mean the same treatment for all, and individuals will be responded to according to their uniqueness.

## **Key Principles**

- All staff, parents and governors will be informed of our policy for equal opportunities.
- All staff and governors will provide a positive role model regarding attitudes, language, expectations, and behaviour.
- There will be equal access for all children to the full life of the school.
- All children will be expected to fulfil responsibilities towards themselves, other people and their environment and will be encouraged to develop independent critical thinking and make their own choices and decisions.
- Positive self-esteem will be promoted.
- Topics, the curriculum, books, and all other resources will be chosen to accurately reflect aspects of culture and society.
- Groupings of children will be in response to their needs and task.
- Derogatory and negative remarks intended to discriminate or victimise will be challenged, discouraged, and dealt with using agreed strategies and procedures.

## **All Staff, Parents and Governors will be informed of our policy for Equal Opportunities**

Therefore, we must:

- Ensure that the overall aims of the school reflect this policy.
- Include a statement in the prospectus.
- Ensure that all teaching and non-teaching staff, students, and regular supply teachers are informed of the policy and apply it consistently.
- Make reference to equal opportunities in all other school policies and schemes of work.
- Continue to involve governors in the construction, implementation, and review of the policy – on paper and in practice.
- Ensure that the policy document is available to parents.

- Reflect the same respect when communicating to parents and be sensitive to the correct form of address, surname, and marital status.

**All staff within school will provide a positive role model regarding attitudes, language, expectations, and behaviour.**

Therefore, we must

- Understand that this policy is not in response to pressure for political correctness, but to provide for the overall development of all of our children.
- Expect the highest standards of positive behaviour and attitudes from all adults, when it is to be expected from the children.
- Speak to one another with respect and courtesy.
- Encourage co-operation throughout the school.
- Value the role and contribution of everyone in the school team.
- Ensure that children and parents understand and value the different roles.
- Challenge and discourage all sexist, racist and derogatory remarks and turn them into learning opportunities.
- Have high expectations of all of our children.

**There will be equal access for all children to the full life of the school.**

Therefore, we must

- Fulfil the statutory requirements across the whole curriculum.
- Ensure that all children have turns in doing the prestigious jobs.
- Identify the individual needs of all children.
- Value languages other than English and promote bilingualism.
- Ensure that children with special needs have a programme of support to help them achieve positively in all areas of the curriculum.
- Respond to and support the needs of more able pupils.
- Ensure that after school activities are made available to all children within the target age group and based on enthusiasms and commitment.
- Make every effort to prevent children being disadvantaged by transport difficulties or cost.
- Enable all children to take part in all games and sports.

**All children will be expected to fulfil responsibilities towards themselves, other people and their environment and will be encouraged to develop independent critical thinking and make their own choices and decisions.**

Therefore, we must

- Foster a belief that children can achieve, both for themselves and others.
- Have high expectations of them.
- Make explicit our expectations of behaviour.
- Give them responsibilities and ensure they are fulfilled.
- Reinforce and congratulate all positive behaviour and attitudes, explaining why they were appropriate.
- Provide opportunities for children to become involved appropriately with a cross-section of their community and society such as Senior Citizens and the disabled.
- Ensure that responsibilities are not limited to a single gender or age group.
- Support and encourage the children's interests and initiatives in fund raising for charities.
- Develop the skills for independence in their learning.
- Plan co-operative and collaborative activities
- Negotiate rules and contracts with the children.

**Positive self-esteem will be promoted.**

Therefore, we must

- Value the children as individuals
- Foster and maintain positive attitudes and respect.
- Show pride in our school community and value everyone's role within it.
- Develop their sense of identity and belonging.
- Praise and reward regularly and appropriately
- Have high but realistic expectations of all children.
- Develop a positive approach to behaviour management.
- Ensure that consideration is given to raising the self-esteem of the child rather than the esteem of the school e.g., winning a match).

**Topics, the curriculum, books, and all other resources will be chosen to reflect accurately aspects of culture and society.**

Therefore, we must

- Establish criteria for choosing new resources and reviewing old resources.
- Encourage speakers and visitors from all walks of life.
- Ensure that children have ready access to a wide range of books and literature including fact, fiction, cultures, and times.
- Highlight similarities in different cultures and beliefs.
- Provide additional resources when appropriate to ensure equal opportunities.
- Ensure equal access to specific areas of the curriculum, e.g., PE, Music.
- Ensure the curriculum reflects the contribution of people from other cultures and includes men and women.
- Ensure displays reflect aspects of our culturally diverse society.

**Groupings of children will be in appropriate response to their needs and the task.**

Therefore, we must

- Provide a balanced range of grouping strategies including whole class, large and small groups, pairs, and individuals.
- Use a range of groupings including ability, mixed ability, gender, social, friendship, team, age, random, interest.
- Be flexible in the formation of groups.
- Differentiate carefully to match the task to the needs of the child.
- Target additional support appropriately

**Derogatory and negative remarks intended to discriminate or victimise will be challenged using agreed strategies and procedures.**

Therefore, we must

- Be seen to take a stand against sexist, racist, bullying, or derogatory behaviour.
- Ensure that all children, staff, and parents know and understand the school's agreed strategies and procedures.
- Apply the policy consistently.
- Encourage children to report incidents rather than suffer in silence or take inappropriate action such as revenge.
- Take complaints seriously.

- Reinforce positive behaviour and turn negative behaviour into a learning experience.

**This policy should be read in conjunction with:**

Positive Behaviour policy  
Anti-bullying policy  
Safeguarding and Child Protection policy  
SEND policy.