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## Equal Opportunities Policy

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**Reviewed: September 2017**  
**Ratified by the Governors:**  
**Due for Revision: Sept 2018**

# **EQUAL OPPORTUNITIES POLICY**

**(Relating to: gender, race, ethnicity, class, disability, special educational needs, religion, sexual orientation and age)**

## **Statement of Intent**

At George Tomlinson Primary School we are committed to offering equality of opportunity to all members of the school community.

We recognise that there are many inequalities within our society and that, as a result, certain individuals and groups have suffered discrimination and disadvantage. We have high expectations of all the children and will provide an ethos where there are equal opportunities for all of the children to achieve their potential. The equal opportunities policy also affects communication with parents and visitors, school admissions, exclusions and staff appointments. Everyone in the school community will work towards creating an ethos in which individual differences are respected and celebrated. We have a code of practice and specific guidelines to ensure that this policy is implemented.

## **Code of Practice**

It is the responsibility of all members of the school community, at all times, to challenge a child, staff member, or parent who is demonstrating, verbally or physically, a negative attitude towards others.

We will challenge statements based on negative assumptions through discussion, activities, stories and weekly Philosophy sessions.

We will confront any abusive behaviour. If an incident occurs and the offender is a child, staff will explain why such behaviour is unacceptable. Serious offences will be reported to parents. All racist incidents are recorded and parents are informed. The recording of incidents will be monitored so that areas of specific concern can be identified.

Equal opportunities affect all aspects of the curriculum and a variety of strategies are used by staff to implement the policy.

Staff take positive action to promote equal opportunities through their planning and choice of resources.

Planning for lessons and topics aims to acknowledge the contribution of other cultures and groups.

## **An Equal Opportunities checklist for George Tomlinson Primary School**

1. A positive effort is made by all staff to ensure that children from all groups are given the opportunity to take responsibility for 'special' tasks i.e. taking messages, tidying up, helping with carrying equipment, delivering registers etc.
2. A determined effort is made by staff to know the correct names of children and parents.
3. Registers are organised alphabetically (not in separate lists for girls and boys).
4. We have two playgrounds designated for Key Stage 1 and Key Stage 2 as well as the Early Years outdoor area. The school has worked hard to provide a variety of opportunities for different types of play. There is a variety of small playground equipment that the children can choose daily. These resources have been chosen in order to encourage both co-operative and individual play. A variety of lunchtime clubs are in place so that children can also choose a quieter indoor activity.
5. Children line up and move about the school in pairs or in alphabetical order, not in lines of boys and girls.
6. Indoor/outdoor P.E. and team games are mixed.
7. Within the classroom teachers make every effort to ensure that:
  - A variety of groupings and teaching styles are used, that encourage collaboration between all groups
  - No activity is restricted to one group
  - All groups contribute equally, no single group is allowed to dominate discussion or the answering of questions
  - No single group is allowed to dominate the use of computers or other equipment
  - Resources are chosen carefully in order to promote equal opportunities
  - Role activity areas in classrooms are used by all children and staff encourage the exploration of different roles that are not limited to stereotypes
  - It is the responsibility of teachers to monitor books and other materials for bias. Biased materials, however, can be used as an end in themselves, to raise awareness of bias.
8. Discipline in the school is by reasoning, discussion and negotiation. Male members of staff do not have special responsibility for discipline.

9. Staff endeavour not to have stereotypical expectations of, and responses to, different types of behaviour i.e. 'boys don't cry'.
10. It is the responsibility of all staff to challenge a child who, either verbally or physically, demonstrates negative attitudes towards others.
11. Equal opportunities affect all aspects of the curriculum. Each member of staff with responsibility for an area of the curriculum ensures that our whole school approach to that area supports equal opportunities.