



NORTH KIDLINGTON SCHOOL

EQUAL OPPORTUNITIES

A POLICY STATEMENT

Definition

Equal Opportunities means ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle. It includes recognising differences, meeting individual needs and taking positive action so that everyone has equal access to the educational opportunities offered by the school. It also requires regular monitoring of progress and achievement.

Aims

We aim to achieve:

- An entitlement to equal access and participation in all aspects of school life for every child.
- An awareness of the inequalities of opportunity that exist in society and the determination that these shall not be replicated or perpetuated at school.
- A recognition and valuing of cultures, languages, religions, opinions and beliefs in society.
- Open questioning, discussion and countering of all forms of stereotyping, prejudice and discrimination and the taking of positive action to enable every child to raise her/his self esteem, expectations and achievement.

Guidelines

Curriculum

We try to ensure that all children experience every area of the curriculum and that appropriate provision is made, taking account of social and cultural background, abilities and interests. This includes providing for children whose families, at times, are unable to support them in their learning, e.g. we ensure that no child misses an educational trip because of financial difficulties.

We consider the potential of a broad multicultural dimension in every area of the curriculum and aim to include it in our schemes of work.

In our choice of resources we try to avoid stereotyping and bias of any kind and to reflect positively a wide range of peoples, cultures and human achievements, e.g. old books with

stereotyping have been removed from our library, and our topic cycle demands multicultural resources, e.g. Kenya, Islam, Judaism.

Hidden curriculum

We make every effort to create an atmosphere of mutual respect and trust between child and child; staff and children; staff and parents.

We try to be aware of the 'messages' we may be giving in the language we use, in the images and displays around the school and in the choice of visitors/speakers invited to the school.

We monitor playground use so that all children can be catered for and no single group is dominant, e.g. football is limited to certain groups at specific times.

Classroom organisation and management

We aim to provide equal access by monitoring the criteria (gender, cultural, social, ability) used for grouping children to promote confidence and to provide supplementary and extension activities.

We are aware of the balance of time and attention we give to all the children so that their needs are met. We remember to make time for the undemanding child.

Parents and the community

We work to increase parental involvement and improve communications on a formal and informal basis by offering meetings at a variety of times.

We actively encourage all parents, regardless of gender and background, to become involved in school activities, in the school association and in our governing body.

Staffing

We ensure that the school's recruitment, selection and promotion procedures are based on good equal opportunities practice in accordance with the County's Equal Opportunities Employment Policy.

We regularly review the professional development of all staff within the school. With teachers, this is through the Performance management process. For other staff, they are invited to termly review meetings at which professional development is a standing agenda item.

We are aware of the importance of positive role models in terms of gender and ethnic origin.

Assessment and achievement

We maintain consistently high expectations of all groups of children and ensure that there is no discrimination in assessment procedures.

We provide appropriate support for children during assessment (e.g. bilingual learners).

Monitoring and review

We will evaluate our policy regularly and update areas for action.

Reviewed: July 2017

Next Review: July 2019