

Wellshot Primary

Equal Opportunities Policy



Rationale

The school's aim is to conform to the wishes of the Equal Opportunities Commission that opposes all forms of discrimination and states that schools should provide equal opportunities for all children and staff. Careful account is taken of current legislation in relation to Race Relations (The Amendment Act 2000). The philosophy of 'inclusion' encompasses equal opportunities for all.

Aims

- To endorse the principle of inclusion for all at our school
- To provide equality of opportunity for all children and staff whatever their age, ability, disability, gender, religion, race, background or culture
- To work to ensure that our expectations, attitudes and practices are in line with inclusion for all
- To provide equality of opportunity through its ethos and working practices
- To implement the advice and procedures outlined in the Council's Race Equality policy

We want all our children to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices do not prevent any child from reaching their potential.

As a school we work to employ certain strategies to ensure that the cross-curricular dimension of equal opportunity permeates all of the life and work of the school.

We recognise that a child's self perception can be influenced by his/her environment and so we aim to enhance our children's self-esteem and self-confidence by positively working to reduce any bias or stereotyping and promote equality of opportunity.

Gender

We are aware that as children mature and their relationships with peers of both sexes develop, their perception of sex roles alters. We also recognise that such perceptions are influenced by other factors including home, peer group and the media

Teaching and other groupings, queuing, classroom seating and playground areas are organised on the basis of criteria other than gender, for example, age, ability, friendship.

Equality between the sexes is recognised when giving/delegating responsibility and noting the achievements of both staff and children.
Any differences involving gender which arise inside or outside the classroom are dealt with sensitively and are discussed with the children.
We will ensure that no staff member is discriminated against because of his or her gender.

Race or cultural background

Under the amended 'Race Relations Act' (2001) it is unlawful to discriminate someone because of their race.

Through implementation of the Councils 'Anti-Racist Guidelines' we have devised our own anti-racist policy. We will ensure that children/parents/staff from different ethnic groups, cultures, religions and background are provided equality of opportunity and are not discriminated against either openly or covertly. Through our teaching we take positive steps to promote mutual understanding and respect for people from different backgrounds. This is dealt with through our work in RE and Moral Education and PSE.
We follow the Council's 'Anti-Bullying and Anti-Racist Procedures' policy for recording racist incidents.

Age

We make efforts to ensure that children of different ages are provided with appropriate activities and that children are not excluded from activities solely on the grounds of their age. We will ensure that all staff are given equal opportunities within the school regardless of age.

Ability

We want all our children to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes and practices do not prevent any child from reaching their potential whatever their ability. We will make efforts to ensure that all children receive equality in teaching time and support.
All staff are encouraged through a programme of CPD to enable them to develop both professionally and personally.

Disability

"Anyone with a physical or mental impairment which has a substantial and long term adverse effect upon his or her ability to carry out normal day-to-day activities is stated to be disabled."(Quote from Disability Rights Commission).

Disability is not about wheelchair users only; it includes dyslexia, epilepsy, dyspraxia, diabetes, ADHD, sensory impairment and cancer. It is unlawful to be discriminated against because of a disability in areas of employment or access to goods, facilities and services.

We will endeavour to provide appropriate access both physically and through the curriculum, for all children with disabilities with appropriate support when required, from the local authorities and outside agencies. Staff with disabilities will be afforded the same support.

Equal opportunities for all children

We will:

- Ensure all children will have equal opportunity within and equal access to all areas of the whole school curriculum. This includes both the programmes of study and outside areas such as extra-curricular activities.
- Take account of pupils' cultural backgrounds, language needs and different learning styles in learning and teaching

- Encourage all children to participate equally in the full range of activities both inside and outside the classroom.
 - Ensure all learning materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and overt or covert discrimination.
 - Ensure teacher time, specialist support, attention and all resources are given equally to all children
 - Encourage all children to work and play freely with each other
 - Ensure discipline procedures – notably rewards and sanctions – are the same for all children
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- Encourage all children and staff to value each other and build up and maintain cooperative working relationships both within school and in the community, based on mutual respect for each other.

Parents

We will ensure that each parent/carer is treated in a manner which ensures that they have full and equal access to support, information and resources.

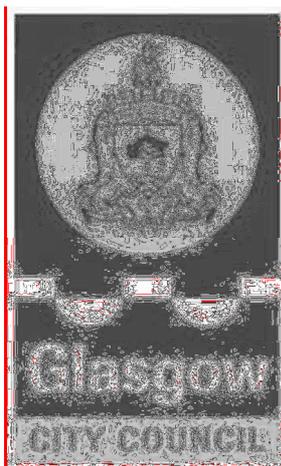
Staffing

We will ensure that in appointing staff we endorse the statements set out in this policy and will avoid discrimination by gender, sexual orientation, religion, race, culture or age. All staff have equal access to in-service training and posts of responsibility.

Monitoring and review

We will monitor pupil attainment/achievement and progress to ensure that we have equally high expectations of all pupils and no pupil is underachieving because of race, gender, ability, disability, age or culture. The Head Teacher will be responsible for the overall monitoring and reporting of issues relating to equal opportunities.

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Merrylee Primary School
50 Friarton Road
Glasgow
G43 2PR

Phone: 0141 637 6798

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