

MAVISBANK SCHOOL

EQUAL OPPORTUNITIES POLICY

A DEFINITION

Equal Opportunities within a school ensures that everybody has the right to learn, teach or work in a secure and supportive environment.

All individuals feel valued and have the opportunity to develop to their full potential within a context of mutual respect, justice and fairness. There should be equal access by everyone and for everyone. This is only possible if there is collective responsibility to challenge all possible discrimination based on race, ethnicity, gender, class and age.

THE LEGAL FRAMEWORK

The Educational Reform Act (1988) includes the following issues of equal opportunities:

1. The Curriculum should be broadly balanced, promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society.
2. The Curriculum prepares children for the opportunities, responsibilities and experiences of adult life.

RATIONALE

At Mavisbank School, we are committed to supporting each other in a positive and fair learning environment.

We will promote understanding and mutual respect of all members of our society, regardless of difference. This will improve the quality of life for everyone within our school and lead to the development of a more harmonious and equal society.

Everyone within the school community should have the confidence to challenge any social divisions or prejudices that threatens that commitment. We accept that we are all learners, working in a team, where diversity is truly accepted and valued.

AIMS and IMPLEMENTATION

As a member of Mavisbank School Community, child or adult, whatever my background,

I have a right:

- To be valued and respected;
- To have the opportunity to learn, and to do the best I can;
- To receive help when I am in difficulty;
- To be treated fairly. This means that no-one will treat me unfairly;
- To be, and to feel safe;
- To be able to offer my feelings, experiences, talents and opinions when appropriate;
- To work in a safe, healthy and clean environment.
- To have access to all aspects of the learning environment where appropriate.

I have a responsibility:

- To value and respect all members of the school community and its visitors;
- To learn, and allow others to learn;
- To treat everyone as individuals. This means I will treat no-one unfairly;
- To allow other people to express their feelings, experiences, talents and opinions when appropriate;
- To care for the school environment.

These Rights and Responsibilities mean that careful consideration will need to be given to all aspects of our school life:

The language used and encouraged in school will:

- Show respect to all people.
- Attempt to avoid stereotypes of gender, race and class, disability.
- Be acceptable to all members of the school community.

Displays will:

- Give opportunities for all races, religions, and cultures in the school to be presented positively.
- Allow all children to feel valued by having work displayed.
- Provide opportunities for special achievements to be recognised.

Classroom arrangements will:

- Show equal respect to all in the classroom.
- Not discriminate unfairly against any person.
- Provide opportunities for everyone to do their best.

RESOURCES

To see or print a copy of any of N.L.C. employment policies go to

www.northlanarkshire.gov.uk/index.aspx?articleid=11599

MONITORING and EVALUATING

The nature of the school's equal opportunities policy is such that it needs regular monitoring and evaluation. This will ensure that it meets the changing and particular needs of the school and its local community.

The Headteacher, together with the management team will monitor the effectiveness of the policy by listening to:

- All members of staff in order to improve, adjust and facilitate equal opportunities within the day-to-day running of the school and to bring individual perspectives to whole staff meetings.
- Parents - who will bring their own perspective/perceptions.
- Pupils/learners - who will be involved in ongoing evaluations.

Last updated: January 2010

Reviewed and amended: John Lochrie, Eileen McDonnell February 2015

To be reviewed: February 2018