

# Equal Opportunities Policy

This policy applies to all staff and pupils, including EYFS.

All staff should believe that they have a part to play in promoting an equal opportunity culture. The planning and organisation of the curriculum should take account of the needs of all pupils and that the cultural, moral, intellectual and social diversity must add value to the school life and learning.

All pupils should have opportunities to take responsibility in the classroom, school and in extra-curriculum activities. Pupils need to be able to interact and learn both within and across cultures to share experiences with others and to gain support from peers. Pupils should feel confident to bring issues to teachers because they know they will be understood and supported.

The most telling indicator of a strong equal opportunities culture is what happens in response to discrimination, racial and sexual harassment or bullying. Pupils and parents should have faith that something should be done in response to a complaint and that a member of staff should report back to the pupil or parent on what had been done or not done.

## Curriculum Access

It is essential to ensure pupils entitlement to full access of the curriculum. Curriculum planning should take into account;

- \* The need to ensure a safe and secure environment where children can learn freely and with confidence.
- \* Support pupils with particular learning needs.
- \* Ensure that the curriculum reflects and extends the experience of all pupils.

## Objectives

### Knowledge and understanding.

- \* Knowledge of the history and development of one's own cultural traditions and of the ways in which these both foster and constrain one's own personal identity.
- \* Knowledge of the history of different cultural traditions within Britain, Europe and the wider world.
- \* Knowledge of the physical, social and physiological needs which human beings have in common, including nutrition and shelter and values related to freedom, self-respect, belonging and a sense of meaning and purpose.
- \* Knowledge of various ways in which cultural communities and societies respond to these fundamental needs and moral concerns.

## Skills

- \* Ability to contribute to one's own cultural traditions including the traditions of mainstream, public, cultural and political life.
- \* Ability to learn from different experiences, norms and perspectives and to empathise with

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people with different traditions.

- \* Ability to analyse and criticise features of cultural traditions and to identify instances of prejudice, intolerance and discrimination.

- \* Ability to engage in discussion, argument and negotiation with people with traditions other than one's own.

### Attitude

- \* Willingness to sustain the positive aspects of one's own traditions and therefore willingness to be constructively critical when appropriate.

- \* Willingness to learn from different traditions, cultures and identities.

- \* Willingness to challenge instances of prejudice, intolerance and discrimination.

- \* Willingness to accept reasonable and equitable procedures for resolving conflict.