



PCT Education Services  
Positive Progression for All

# EQUAL OPPORTUNITIES POLICY

Date policy approved	August 2020	
Next review date.	August 2023	
Approved by: Headteacher	Sally Alden	
Approved by: Governor	David Lloyd	

## INTRODUCTION

PCT Education Services is committed to equality for children, parents/carers and staff. We will not discriminate against anyone on the grounds of their ability, racial or ethnic origin, gender, religious beliefs or disabilities.

The school welcomes its duty not to be discriminatory in its practices. The care for each child is central to the school's aims and provision. The school's curriculum and social emotional education is enhanced through the school's ethos and delivery. The PSHE learning promotes understanding and respect differences of gender, race, religion, age, ability and disability, social disadvantage, sexual orientation or any other personal characteristics.

### Aims

1. To promote self-esteem and to foster the social and emotional growth of each child throughout school life and in particular through the school's pastoral and enrichment system and the PSHE curriculum.
2. To endeavour to ensure that all children have equal access to a broad and balanced programme, differentiated where appropriate.
3. To ensure that all staff set an example by demonstrating positive, non-discriminatory behaviour in their interactions with each other and with the children.
4. To respect the cultural and ethnic diversity of children, parents/carers and staff, welcoming the enrichment of the environment which this brings, and to foster positive attitudes towards our multi-cultural society.
5. To recognise and value differing cultures, customs and beliefs within the teaching of PSHE, SMSC (Social, Moral, Spiritual and Cultural) and our overarching Relationship, Sex and Health Education Policy in order to teach tolerance of others' ideas and values.
6. To ensure every child is given an equal opportunity to experience success appropriate to their ability, through carefully planned and differentiated activities.
7. To make use of opportunities within the life of the school to increase religious awareness and tolerance and to forge links with the wider community to promote an understanding of and respect for others.

### Managing Equality in Practice

1. Having an Admissions Policy that clearly states our policy on equal opportunities.
2. We will make every effort to ensure that no child, parent or member of staff is disadvantaged as a result of their disability in line with our responsibility under the Equality Act 2010, 'reasonable' adjustments are made to overcome a factor which puts a disabled child, parent or staff member at a disadvantage.
3. Accessibility arrangements are regularly reviewed under the Special Education Needs and Disability Act 2001 and the latest SEN Code of Practice. The Accessibility plan ensures that we will meet the needs of students that need adaptations to access our school.
4. Discriminatory language and behaviour and other acts of intolerance are not accepted (see Behaviour, Anti Bullying and PSHE Policies).
5. The school recognises the value of children having male and female role models. However, vacant posts are always filled by the best applicant, irrespective of gender. Both men and women are encouraged to work with all age groups and each key stage. All staff have equal access to in-service training and posts of responsibility.
6. The continuing development of our community and the equality of opportunity on which it is based, requires the co-operation and commitment of all concerned and we

trust that all parents/carers will wish to give their full support to the school in this vital aspect of its life.

7. The school will promote positive images and role models to avoid prejudice and raise awareness of related issues.
8. The school has clear policy and procedures for supporting children who are identified as having specific learning difficulties, EHC Plans are adhered to by all staff and Individual Living and Learning Plans are prepared for those students that require additional support to enable them to make effective progress. Equality of Opportunity will be reflected in all practice.

## Language

The school views linguistic diversity positively. Children and staff must feel that their natural language is valued and creates the conditions for all people to develop their self-esteem. Staff will use the correct terminology when referring to particular groups of people or individuals.

## Resources

The school's aim is to provide a wide range of good quality resources to provide for the needs of all students, irrespective of sex, ability, or ethnic origin. Resources are chosen to reflect positive images of males and females in society including those with disabilities. All resources are equally accessible to all members of the school community.

## Parents/Carers

The school is committed to working closely with parents/carers and when appropriate with other agencies. We will introduce and communicate the Equal Opportunities Policy to parents/carers through the school prospectus, website, and admission meetings with parents/carers and on parents' evenings. In addition, copies of our policies are available for all parents/carers on request.

## Curriculum

Equality of opportunity permeates the whole curriculum and will be reviewed regularly. It is the policy of this school to provide equal access to all activities. PCT Education Services takes a holistic individual approach to the curriculum meeting all the needs of that student.

## Children

It is the right of every child irrespective of race, culture, class, gender, special need or ability to achieve their full potential. Each child should have access to an education which will enable him/her to utilise their talents to the full and achieve their potential.

## Staff

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children. They will endeavour to establish an atmosphere within school which promotes tolerance and raises self-esteem, so that all children can develop independence, freedom of choice and a knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability. An environment that prepares them for life in a society which reflects and values cultural and ethnic variety.

## Monitoring and Review

This policy will be used as guidance by all school staff, monitored by the Headteacher and reviewed in-line with the Governors agreed policy schedule.

Please read this policy in-line with all other school policies available on our website or from the school office.