

Whickham Parochial Church of England Primary School



Policy Statement – Equal Opportunities

‘You shall love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and your neighbour as yourself.’

Luke 10:27

Mission Statement

At our Parochial school we aim to provide a stimulating and caring environment in which every child flourishes, with Christianity at the heart of all we do.

Aims

At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Creating a caring school family living by Christian values.
- Celebrating everyone's strengths and efforts.
- Valuing the opportunities we have to contribute to our community and the wider world.
- Offering wide ranging quality experiences that stimulate children's minds.
- Encouraging respect for others, positive behaviour and good manners, enabling all children to feel secure and valued.
- Building strong links between school, home and church.
- Preparing children for future challenges in a changing world

We wish every child to take with them happy memories of Whickham Parochial into their future life.



1 Aims and objectives

- 1.1** We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination and the 'Valuing all God's Children' document published by the Church of England.
- 1.2** We promote the principles of fairness, forgiveness and justice for all through the education and Christian teachings that we provide in our school.
- 1.3** We ensure that all pupils have equal access to the full range of educational and extra-curricular opportunities provided by the school.
- 1.4** We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- 1.5** We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 1.6** We challenge stereotyping and prejudice whenever it occurs.
- 1.7** We celebrate the cultural diversity of our community and show respect for all minority groups.
- 1.8** We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

2 Anti-racism

- 2.1** It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.
- 2.2** We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 2.3** Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs.
- 2.4** Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.



3 The role of governors

- 3.1** The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- 3.2** The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- 3.3** The governing body will, in its annual report, make reference to arrangements for disabled pupils.
- 3.4** The governors welcome all applications to join the school, whatever background or disability a child may have.
- 3.5** The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

4 The role of the Head Teacher

- 4.1** It is the Head Teacher's role to implement the school's equal opportunities and anti-racist policy and he is supported by the governing body in so doing.
- 4.2** It is the Head Teacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 4.3** The Head Teacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- 4.4** The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- 4.5** The Head Teacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

5 The role of the class teacher

- 5.1** The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 5.2** When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.



5.3 When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. For example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

5.4 All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school log book, and draw them to the attention of the Head Teacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

6 Monitoring and review

6.1 It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the Head Teacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

This policy was formally re-adopted by the Governing Body of Whickham Parochial C of E Primary School on 17th March 2021 and reviewed by senior leaders in September 2022

