

Dinglewell Junior School

Equal Opportunities

Written by: September 2012 Geraldine Brogan, Headteacher

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DINGLEWELL JUNIOR SCHOOL

EQUAL OPPORTUNITIES POLICY

INTRODUCTION

To Equal Opportunities is about helping all children fulfil their potential. Equal opportunities describe policies and practice which provide equal access and rights and seeks to remove discrimination, harassment and victimisation against individuals on the basis of gender, ethnicity, class, disability or special learning needs. It is not only about ensuring that pupils are offered the same opportunities but that provision is made to enable each individual pupil to take up these opportunities.

Education can play an important part in improving the quality and life-chances of all members of society and the school must be constantly aware of its responsibilities in relation to the wider society. Equal opportunities should permeate all aspects of school life and is the responsibility of every member of the school community.

Dinglewell Junior School's Equal Opportunities will demonstrate how we as a school will ensure that the requirements of the Equality Act 2010 are met.

AIMS

1. To help children's self-development by promoting their confidence and raising their self-esteem.
2. To do everything to achieve equality of opportunity in school and to maximise individuals' potential.
3. To encourage a respectful understanding and tolerance towards cultural differences in our society.

4. To recognise the world heritage and use the cultural diversity that exists to enrich every child's learning.
5. To challenge prejudices and combat discrimination wherever it exists.

IMPLEMENTATION

ETHOS AND ATMOSPHERE

At Dinglewell Junior School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

There should be an openness of atmosphere which welcomes everyone to the school.

The children are encouraged to greet each other and visitors to the school with friendliness and respect.

LEARNING ENVIRONMENT

There is a consistently high expectation of all pupils regardless of age, gender, ability or social circumstances. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are encouraged to view their own children's achievements in this light. When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity. Extensive planning and careful differentiation of work throughout the school, ensures equality of opportunity for all pupils.

There are positive images reflecting gender, ethnicity and special needs around the school in displays and in resources used by the pupils.

The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.

The school places a very high priority on the provision for special educational needs.

We aim to meet all pupils' learning needs including the more able.

The school provides an environment in which all pupils have equal access to all facilities and resources.

RESOURCES AND MATERIALS

The school aims to provide resources which,

- reflect the reality of an ethnically and culturally diverse society
- reflect a variety of view points
- show positive images of males and females in society including disabled people
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunities issues
- are equally accessible to all members of the school community consistent with healthy and safety

- do not include explicitly and implicitly racist or sexist materials

THE TAUGHT CURRICULUM

At Dinglewell Junior School we ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes. Our planning takes account of the differing needs of pupils and their progression.

The teachers aim to provide a relevant and challenging curriculum.

EXTRA CURRICULAR PROVISION

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball.

We try to ensure that all non-staff members who have contact with children adhere to these guidelines.

STAFF AND STAFF DEVELOPMENT

We are bound by the legal requirements of the Sex Discrimination Act 1975 and the Race Relation Act 1976 and guided by the Gloucestershire Policy on Equal Opportunities in Employment.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity

HARASSMENT

It is the duty of this school to challenge all types of discriminatory behaviour. The school has a clear, agreed procedure for dealing with incidents such as these.

PARENTS AND THE WIDER COMMUNITY

A copy of this policy is available to all parents who request it. We wish to affirm our continuing commitment to reach out to all cultural groups and encourage understanding within the community and beyond.

MONITORING AND EVALUATION

Equality of opportunity is identified as an area requiring careful and ongoing monitoring in the school development plan.

Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:

- SATS results
- participation in extra-curricular activities
- exclusions and truancy
- continuous assessment of children's learning
- racist and sexist incidents

- results from screening for specific learning needs

The Head Teacher will be responsible for ensuring that this monitoring is undertaken.

WHAT DO WE CALL PEOPLE?

Blacks or Black People

'Blacks' can be used with negative connotations, otherwise the more acceptable term in current use. Many black people prefer the word to have a capital letter when used in a political rather than simple adjectival sense.

Coloured(s)

Declining in acceptability. Seen as a euphemism.

Black and Brown People

A term that is unlikely to offend but sometimes sounds awkward.

Immigrants

Inaccurate as over 43% of black people were born in Britain. Although the term technically includes white immigrants, it is seldom used that way.

Other Races/Minority Races

The problem with the word 'race' is that there is no such thing. The significance of skin colour and certain physical features is entirely social - 'race' is a social evaluation of a cluster of physical characteristics.

Half-caste

Widely disliked.

Mixed race or mixed heritage

Preferred to half-caste. Some people of black and white parents would choose to describe themselves as 'black'.

Non-Whites

Not generally found offensive (but why not call 'whites' non-blacks? Because it is our country.)

Ethnic Group

Refers to a group sharing some common cultural features such as language or religion. Logically 'The Welsh' and 'The English' are ethnic groups, so it is sometimes euphemistic to say 'ethnic group' when one means 'black'.

Ethnic Minority Group

Technically accurate, but sometimes a bit of a mouthful. Recently, minority ethnic group has become the preferred term.

Black British

Generally acceptable. It has the advantage of stressing that the people concerned are British.

Negro/Negress/Negroid

Unacceptable. It is too close to 'Nigger'.

West Indian

A term still acceptable, but inaccurate in respect of people born in Britain, and can be a sign of ignorance if the main differences between the islands are relevant to the particular context.

African, Jamaican, Pakistani, Bangladeshi, Indian, Sri Lankan

Fine if you know the person/people concerned are originally from these countries.

Afro-Caribbean

Widely used and acceptable to almost anyone of that background. Somehow implies roots without denying 'Britishness'.

Asian

Usually taken to mean those originating in the Indian sub-continent, who in fact come from several distinct regions in India, Pakistan, Bangladesh and Sri Lanka. Generally acceptable to the people concerned, unless it is used in a context where the many differences between 'Asian' groups ought to be recognised, in which case it will be taken for ignorance at least.

People of Asian Background

A term which is deliberately general and makes no preference of distinguishing different Asian groups; it has the advantage of including their British born children.

British Asians

As with black British, states an important fact, therefore a better term, than simply 'Asian'.

Travellers

Universally acceptable.

Gypsies

The term to be used with care. If Romanies, happy to be called that. Happy to be called Rom as a group.

Irish Travellers, Scottish Travellers

Acceptable.

Diddycoy, Tinker, Itinerant, Gypso and Pikey - unacceptable.

'New Travellers'

More acceptable than 'new age travellers'. Not hippies.

Showpeople (Fairground)

Acceptable.

(Red) Indians

Often found offensive by Native Americans - rests on the false assumption made by Columbus that he had landed in or near India (therefore "West Indies") when he got to America.

Eskimo

Inaccurate. Correct name is 'Inuit'.

Girl

Fine with under-14s.

Ladies

Fine with Duchess and titled aristocracy.

Women

Yes.