

HILLSIDE INFANT SCHOOL

Equal Opportunities Policy



This policy statement outlines the commitment of the staff and Governors to ensuring that equal opportunities are available to all members of the school community including pupils, teaching staff, support staff, parents, Governors, visitors to the school and students on placement.

What is "Equal Opportunity?"

Equal Opportunities at school is about ensuring that all children and adults have equality of opportunity in terms of access and outcome throughout all aspects of school like and that their life chances for the present and future are not impeded or distorted by anything that happens during their participation in the process of education, but are in fact widened to allow them to achieve the whole scope of their potential. It is important to note that equal access does not necessarily lead to equality of outcome.

Equal opportunity recognises and celebrates our similarities and our diversity as individuals and groups. It recognises that all individuals have an intrinsic right to be nurtured in such a way as they are able to reach their full potential.

Equal opportunity accepts that while we all have something of value to contribute, we do not all start on a level playing field. Consequently some individuals will be disadvantaged in their attempts to reach their potential. We as an organisation will work hard to differentiate and maximise their personal achievement.

Equal Opportunities covers the whole process of education but particularly embraces issues of multiculturalism, anti-racism, disability, ethnicity, gender and trans-gender, sexuality, and socio economic disadvantage. Strategies to combat inequality include those dealing with issues of self-esteem and sense of self-worth, school organisation, curriculum content and delivery, discipline, provision for those considered to have special educational and or English as an additional language needs, underachievement, and building social relationships within the school community. Equal opportunity is about creating the structures and contexts for unlocking potential.

On 1 October 2010 new equality legislation came into force. The Equality Act 2010 has replaced all existing equality legislation, including the Race Relations Act, Disability Discrimination Act, and Sex Discrimination Act. This means that three equality duties schools are familiar with (Race Equality, Disability Equality and Gender Equality) have been replaced by a Public Sector Equality Duty (PSED) which came into force on 6 April 2011.

Under the PSED, schools must show due regard to the general duty and its three "components" as well as complying with a set of specifications. The three components to the PSED are:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Explicit incidents which contribute to inequality include racism, sexism, classicism or any kind of discrimination. Physical violence, verbal abuse, insults, name calling, jokes / ridicule, threats, bullying and graffiti are some of the manifestations of this. Any such undermining of a person's sense of worth or self-esteem is unacceptable

Equal Opportunities at Hillside Infant School

At Hillside each individual child is encouraged to develop his/her own abilities and take an active part in school life. Through the ethos and curriculum of the school we aim to help all the children to respect each other's culture, religion, likes, dislikes and different outlooks. We emphasise co-operation between children of different sexes and ethnic groups, encouraging a diversity of response and making use of different experiences. We ensure that all children know that they are appreciated as individuals and that their contributions are valued

Teaching materials reflect our multi-racial society and are non-sexist, non-racist and include materials with men and women in non-traditional roles.

At Hillside all children will have equal access to the curriculum and the opportunities available in school. They will be encouraged to develop their individual abilities in a secure environment regardless of race or gender.

Equal opportunities will be considered when writing all school policies. All personnel policies reflect the requirements of the 2010 Equality Act.

This policy should be read in conjunction with the school's policies on Anti-Bullying, Disability Equality and Special Educational Needs Information.

Aims:

- We will encourage each child to develop their own abilities and to take an active part in school life.
- We will enable all children to have equal access to the curriculum.
- We will use a broad and balanced curriculum to promote a respect for individuals and to promote different cultures and religions.
- We will encourage co-operation between children of different sexes and ethnic groups.
- We will value all the children's contributions and foster an ethos where children feel appreciated and are praised for their achievements.
- We will discourage any discriminatory behaviour of any nature.

Objectives:

- Classroom organisation and planning will enable each child to take part in all activities according to their needs.
- We will ensure that all children have equal access to the curriculum through our monitoring programme.

- We will promote respect for each other by providing positive role-models, using relevant aspects of the curriculum, activities such as circle time, assemblies and appropriate resources
- We will encourage and promote co-operation through group work in the classroom and PE, classroom games, circle time, the PSHE curriculum and playground activities
- We will promote an appreciation of individual children by acknowledging and valuing the children's contributions, providing the children with opportunities to share aspects of their culture, religion and family life, and valuing these experiences, celebrating children's achievements in the classroom by sharing 'show and tell', achievement certificates and other rewards.
- We will challenge any discriminatory behaviour that occurs in the school.

Assessment recording and monitoring

All staff share a responsibility for monitoring and effectiveness of our equal opportunities policy and reporting concerns to Senior Leaders.

Teachers will monitor their subjects to ensure the taught curriculum, resources, assessment procedures and learning outcomes ensure equality of opportunity for the whole school community. The Headteacher holds specific responsibility for monitoring and reviewing the effectiveness of the policy in conjunction with senior staff.

Reviewed and Approved: February 2025

Approved by: FGB

Next Review: February 2026