

## **THE DAIGLEN SCHOOL EQUAL OPPORTUNITIES POLICY**

This policy should be read in conjunction with the SEND Policy and Information Report, Inclusion, Anti-Bullying and Behaviour policies, and the Disability Equality Policy, Scheme and Accessibility Plan.

We are committed, within The Daiglen School, to providing equality of opportunity for all our children. All members of the school are treated as individuals and we aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

We offer a broad and balanced curriculum, and have high expectations for all children. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices do not prevent any child from reaching their potential.

We recognise that a child's self-perception can be influenced by his/her environment and so we aim to enhance our pupils' self-esteem and self-confidence by positively working to reduce any bias, and by promoting equality of opportunity.

At the same time we are aware that as children mature and their relationships with peers develop, their perception alters. We also recognise that such perceptions are influenced by other factors including home, peer group, social media and television.

As a school we work to incorporate good primary practice. Certain strategies are employed to ensure that the cross-curricular dimension of equal opportunity permeates all of the life and work of the school.

Children have equal opportunity within, and equal access to, all areas of the whole school curriculum. This includes the Early Learning Goals, Programmes of Study and Attainment Targets for the National Curriculum subjects, other subject areas currently outside the National Curriculum and areas such as extra-curricular activities. Children are encouraged to participate equally in the full range of activities both inside and outside the classroom.

- Efforts are made to recognise and be aware of the possibility of bias in both our teaching and learning materials and our teaching styles
- Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes
- Teacher time, attention and all resources are given equally to all the pupils
- All children are encouraged to work and play freely with each other
- Opportunities are given for children to work with teaching and non-teaching staff of both sexes

Teaching and general management of pupils is organised by criteria such as alphabetical order of surname, age, ability or friendship.

Equality is recognised when giving/delegating responsibility and noting the achievements of both staff and children.

- Discipline procedures – notably rewards and sanctions – are the same for all pupils
- Our school uniform policy reflects equality of opportunity for all children
- Children and all staff are encouraged to value each other and build up and maintain cooperative working relationships both within school and in the community, such relationships being based on mutual respect for each other

Any differences involving pupils which arise inside or outside the classroom are dealt with sensitively and are discussed with the children.

All teaching and non-teaching posts are not sex-specific. Both men and women are encouraged to teach all age groups and each Key Stage. All staff have equal access to in-service training and posts of responsibility.

Practices and approaches involving equal opportunity issues are regularly reviewed by all members of staff.

**Reviewed LD**  
**Next review**

**January 2018**  
**Spring 2019**