



There are two strands to the Equal Opportunities Policy: one concerns children and the other concerns staffing and recruitment issues. This school adopts the Devon County Council guidelines for recruitment and selection and for equal opportunities for staff

1. Statements of Principle

- Discrimination on the basis of colour, culture, origin, age, disability or sexual orientation is unacceptable in this school.
- Every child and staff member will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
- All staff will practice an equal opportunities philosophy.
- The school acknowledges the complexity of British society and recognises that it would be failing the children if it did not prepare them for their integral part in society.
- This school will encourage involvement of the wider community in developing equal opportunities education.

The primary objective of this school will therefore be to educate, develop and prepare all our children, whatever their sex, religion, colour, culture, origin or ability, for life in Britain.

2. Aims of the Policy

We see our first task as equipping children with awareness of an increasingly diverse society and of presenting the world as it is and as we would like it to be. On these foundations children will develop their own attitudes to a pluralistic society. In addition we aim to:

- contribute towards raising self-esteem.
- allow equal access for all children to all aspects of the curriculum
- challenge negative stereotypes
- promote positive attitudes to gender equality

3. Practice

Our school supports the principle of equality of opportunity for all and equal opportunities practice in the school affects children, staff, governors and parents.

Everyone will be influenced by:

- The day to day organisation of school life
- The values and expectations that staff and children bring with them
- The ways in which our school encourages children, staff and parents to relate to each other
- The content and delivery of the whole curriculum
- The way in which teachers and children learn
- The way in which the Behaviour Policy is applied with fairness and consistency to all children.

3.1 Differentiation

We recognise that the need to maximise the abilities of all children ranging from those children who are catered for under the special needs policy through to the more able and gifted and talented. Staff will consider the particular needs of any such children in their planning and delivery of a differentiated curriculum.

3.2 Extracurricular

All children are offered the opportunity to participate in a wide variety of extracurricular activities.

3.3 Awareness

As few children from ethnic minorities attend our school and live in our community it is important to develop understanding and tolerance of people from different races and cultures.

3.4 Admission

The school follows the School's Admissions Policy, as prepared for us by the Local Authority. It does not permit sex, race, religion, colour or ability to be used as criteria for admission.

3.5 Registration

Children's names should be accurately recorded and correctly pronounced. Names will be recorded on registers in order of year group and not separated by gender.

3.6 Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A note must be kept of such incidents wherever they take place on the school site. It should always be made clear to any offenders that such behaviour is unacceptable. If there are repeated incidents of discrimination then the head teacher should be informed and informing parents should be considered.

Racist symbols, badges and insignias on the body, jewellery, clothing and bags are forbidden in school.

3.7 Staff

In all staff appointments the best candidate will be appointed based on strict professional criteria.

All staff should be aware of possible cultural assumptions and bias within their own attitudes.

3.8 The Curriculum

All children must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each child. The curriculum must be balanced, objective and sensitive.

- The school's aim is to provide for all children according to their needs, irrespective of sex, ability or ethnic origins.
- Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist, containing positive images of all groups.
- Variety should be evident in the morals, stories and information offered to children. Children should have access to accurate information about similarities and differences between cultural groups

3.9 Language

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by children and their families.

- We will actively discourage racist, sexist or derogatory language or actions amongst all members of the school community, including governors, staff, children and parents.
- Children and staff must feel that their language or dialect is valued. They should therefore be allowed to use their home language in school, but never to exclude others.
- The school welcomes the support of the county's English as an Additional Language (EAL) team both in raising general awareness and in supporting individuals whose first language is not English.

Monitoring and Evaluation

The head teacher will monitor practice and together with the other staff will endeavour to ensure that resources support our policy and the school is meeting current legal requirements.