



*Learning together, valuing all,
enjoying and achieving*

EQUAL OPPORTUNITIES POLICY

Date by which the policy was last reviewed: **October 2022**

Signed by Chair of Teaching & Learning Committee: *Jackie Alderson*

Equal Opportunities Policy

This policy supports the school's Vision and Mission, revised in 2021:

Vision

A caring school community, where everyone can grow, learn and adapt for the future to achieve personal success.

Mission/Purpose

An inspirational and motivated team who are dedicated to:

- Valuing and developing the personal character of all learners
- Ensuring high quality teaching of a deep and rich curriculum
- Broadening horizons and widening opportunities for all

...through building strong relationships, and engaging all members of the community in a warm, diverse and inclusive environment.

North Lakes School is committed to the principle of equality of opportunity.

We actively discourage discrimination against any section of the population.

When children are born their life chances may vary enormously. Thereafter, their life chances are influenced very significantly by their gender, race, disability or a learning difficulty.

Equal Opportunities is an issue of great sensitivity. It is concerned directly with our personal and collective values, our habits and assumptions born of our history and our upbringing. An Equal Opportunities policy will change nothing unless people are committed to following it through.

The school has a duty to enable all its pupils to develop to the maximum of their personal potential so that they can fulfil themselves as adults, and participate in and contribute to, their community.

This places a number of requirements on the School:

1. to identify and try to remove all the barriers which prevent pupils from gaining access to learning opportunities and benefiting from them.
2. to offer a curriculum which is free from stereotypes which can lead to low or restricted expectations, prejudice and discrimination; which recognises and celebrates the values of all the cultures in the community.
3. to conduct its affairs in ways which positively assert people's rights to equality of treatment, consideration and opportunity.
4. to take positive action on behalf of those who underachieve or begin from a disadvantaged

position.

All members of staff (teaching and non-teaching) and governors will make every endeavour to actively promote the above.

In our policies, daily practice and the ethos of the school, we do not discriminate against any student on the grounds of gender, race or disability in admissions; curriculum provision; teaching; guidance; application of standards of behaviour and appearance; resource allocation or any other school provision. Financial support can be available to support participation in activities which would otherwise be impossible.

In fact, it is the historical practice of this school to ensure that any potentially disadvantaged student should have that disadvantage minimised whenever possible.

This policy is inherent in the learning, teaching, provision and relationships within the school.

Gender Equality

In North Lakes School, as a group, boys generally enter Year 3 below girls in terms of attainment, particularly in literacy areas. We therefore try to ensure that they are engaged thoroughly in learning for example through the choice of texts in Reading. More able boys have challenging targets, as do girls. We believe that by raising the quality of teaching and learning in every class and for all pupils, this may mean that the gap in attainment between boys and girls may persist- but we aim for all pupils to make good progress.

As a general rule over recent years the small minority of pupils with challenging behaviour have mostly been older boys (5/6). These boys may have emotional and behavioural difficulties or have complex home home situations, often without stable male role models which can lead to a challenge to all authority.

Our main focuses to help boys achieve and have personal development needs met are through a focus on quality first teaching to engage learners and through SEAL.

In order to ensure that disadvantage and sexism are not perpetuated we will do the following:

- Pupils will be listed alphabetically in registers; registers will not separate boys from girls
- Boys and girls will wear the same colours for their uniforms, and all pupils may wear either trousers or skirts. Uniform guidelines apply equally to boys and girls.
- Boys and girls will have equal access to all lessons and all sporting activities
- Boys and girls will be encouraged to line up or to group together

- We expect boys and girls to do equally well at everything the school provides
- We expect boys and girls to behave equally well in all circumstances. Specific strategies – traffic lights, reflection and restorative justice applied consistently to all.
- We expect boys and girls to perform equally well in all subjects as reflected in pupil progress tracking. Interventions will be planned early for any pupil who is making less than expected progress.
- Boys and girls will be encouraged to make equal use of all the resources and facilities in the school
- Resources will show girls, boys, women and men engaged in non-stereotypical roles and activities
- Children will be given classroom activities which encourage competitive and collaborative skills in more or less equal measure
- Boys and girls will be expected to complete exactly the same extra-curricular tasks around the school such as carrying books and light furniture and tidying up
- Boys and girls will be expected to work together in a constructive and positive manner
- New resources will be vetted to ensure that they show girls, boys, men and women involved in a diverse range of activities thereby challenging stereotyped ideas about what males and females can and should do
- Stories and poems which challenge gender stereotypes will be read in class eg Princess Smartypants, There's a Boy in the Girl's Bathroom (Louis Sachar)
- Across the curriculum, staff will use whatever opportunities arise to explore how boys, girls, men and women have challenged, or can challenge, ideas about gender stereotypes
- Children will be discouraged from using sexist language, and commended when they challenge such language
- Children, parents, primary carers and staff will be reminded of the negative effects of sexist attitudes and language
- We expect exactly the same standards of tidiness and politeness from all pupils
- Newsletters and Governors Meetings will be used to describe ways in which the school has contributed to gender equality
- All staff will be eligible for job-sharing, career breaks and maternity or paternity leave.

Employees

Full-time teaching vacancies are advertised widely, in such a way as not to discourage suitably-qualified candidates from any "group" (including race, gender, disability, religion/belief sexuality, age).

The application form includes a commitment to equal opportunities.

Questions on the application form and in interview are restricted to those relevant to the vacancy.

Internal posts are advertised and all members of staff are eligible to apply.

All staff should be aware that there is a complaints/grievance procedure and have access to it through the school office.

Within the restriction of the budget, all staff will have access to training relevant to their and the school's needs, with reference to their own professional development, their subject's and the School Improvement Plan.

October 2022