



# Policy for Equal Opportunities

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Snape Wood Primary School  
**Policy for Equal Opportunities**

### Introduction

At Snape Wood Primary School we believe that all pupils should have equal access to educational experiences regardless of their race, religion, gender, age, social/cultural background and ability. Fairness to the individual is the basic principle of our policy and practice. We want all our pupils to achieve their full potential during their time with us and as such we work to ensure that our expectations, attitudes and practice support this.

### Gender

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

At the same time we are aware that as children mature and their relationships with peers of both sexes develop, their perception of sex roles alters. These perceptions are influenced by outside factors including home, peer group and the media.

Children of both sexes have equal access to all areas of the whole school curriculum. This includes both the 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. Boys and girls 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 **gender 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 sexual stereotypes and gender bias.
- Teacher time, attention and all resources are given equally to boys and girls.
- All children are encouraged to work and play freely with others of both sexes.

Teaching and other groupings, such as dinner queues, assembly seating, lines for dismissal, classroom seating and playground areas are organised on the basis of criteria other than gender, for example, age, ability, friendship.

Equality between the sexes is recognised when giving/delegating responsibility and noting the achievements of children.

- Discipline procedures - notably rewards and sanctions - are the same for both sexes
- 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 gender which arise inside or outside the classroom are dealt with sensitively and are discussed with the children.

### Ethnic Diversity

We recognise that in our multicultural society all ethnic groups, whether minority or majority should be recognised and valued. We are aware that the majority of our pupils are British white and this makes it all the more important that we help our pupils to develop the necessary knowledge, understanding, skills and attitudes with which to play a full and active part in our multicultural society. These are taught in a cross curricular manner as an integral part of the whole curriculum and not seen as a separate subject.

Through a variety of learning experiences the children will be able to explore the contributions of different cultural, racial and religious groups in our society and at the same time broaden their knowledge and understanding of such groups. In this way it is hoped that the children's awareness and respect for cultural and ethnic diversity in the classroom, the school or the community will be developed.

Work to develop this cross-curricular dimension may be included in both class and whole school based topics or themes. For example a topic such as, 'food' or 'light' may focus on various aspects of one (or more) of a community's culture and life. Both religious and secular festivals provide excellent opportunities in which to consider ethnic diversity and could be included in class and school assemblies. A topic in geography will also provide an opportunity to consider other cultures and ethnic backgrounds. The use of literature in the form of story and poetry may provide a useful vehicle for encouraging children to recognise and understand people from other races, cultures and religions.

Through the partnership that exists between home, school and the community, we hope to enrich the curriculum by encouraging people from other cultures, religions and ethnic backgrounds to visit school and share their experiences and ideas with the children.

Teachers are encouraged to consider the information they place before the children. Resources are carefully selected for use with the children to ensure that they do not display a cultural or racial bias or show stereotyping or prejudice. Such resources, where possible should reflect life in multicultural Britain. Cultural similarities as well as differences should be highlighted.

Through our general routines in school and in the classroom we strive to ensure that our practices and procedures are not discriminatory in any way.

Staff try to eliminate any bias towards or against any particular group or individual. They are asked to respond positively in their approach to incidents relating to race or religion be it in the classroom or the playground or with parents.

### Ability

We recognise that every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

It is our school policy:

- To recognise good effort and attitudes regardless of academic achievement.
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
- To value all efforts and achievements of children in all areas of the curriculum.

### Physical Disability

As a school we support and comply with the Disability Discrimination Act.

It is our school policy that:

- Children should not be treated in any way differently to others due to their individual physical disabilities and needs.
- A provision should be made for the individual special needs of any disabled children within our school community.
- A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.

## Equal Opportunities Check List

### The Teaching Environment

#### Display Boards, Do we check:

- who has ownership/responsibility
- that we remove graffiti promptly
- that we display a range of pupils' work
- that displays are accessible to all abilities

#### Resources, Do we check:

- the accessibility
- the numbers – enough for all
- the suitability e.g. size

#### Classroom Layout, Do we check:

- that there is visibility from all seats
- the social geography / gender split
- the suitability of the layout to different activities

### **Staffing, Do we have positive role models?**

#### The Teaching Material:

- Ensure that the teaching materials are accessible to all pupils i.e. gender, physical and mental abilities, ethnicity etc.
- Integrate opportunities through materials to focus on equal opportunities issues.
- Vet all published material from the source should be positive
- Review school generated materials (worksheets etc) and be prepared to suggest improvements / accept suggestions
- Make use of support material such as GARP

#### Your classroom Management including rewards and sanctions:

- Grouped activities – do we consider gender or race or behaviour when grouping?
- Do we allow certain individuals to dominate the classroom to the detriment of others?
- Do we require responses equally from all pupils regardless of gender, race etc?
- Do we regularly reflect upon our division of time / attention between boys/ girls and high / low ability?
- Is the rewards / sanctions policy consistent within the classroom, across the school?
- Is it possible for all pupils to gain rewards e.g. use of merits for progress made not just excellent work?

- Do we take steps to involve isolated pupils who are alienated for whatever reason?
- Is work differentiated?
- How do we support E.A.L. children?

Your response to incidents of Sexism, Racism etc

- To make plain what is acceptable and what is not for both pupils and staff
- Report the incident to the class teacher who in turn should inform the parent.  
Follow the Racial Harrassment Policy
- Monitor interactions involving groups of pupils