

# Les Landes School Equal Opportunities Policy



UNCRC Article 2: You have the right not to be discriminated against.

UNCRC Article 3: Everyone who works with children should do what is best for each child.

UNCRC Article 29: Your education should help you use and develop your talents and abilities.

## Principles

We want our children to experience equality and recognise diversity, be knowledgeable and respect difference.

Les Landes School is committed to the principle of equal opportunity laid out in the Discrimination (Jersey) Law 2013 and the Equality Act (2010) for all stakeholders including pupils, parents and staff irrespective of age, disability, gender, gender identity, race and nationality, religion or belief, pregnancy, marriage or sexual orientation. We believe that equal opportunity is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. We believe in supporting the development of personal and cultural identities of all pupils, and preparing our children for full participation in society.

Discrimination on any basis is not acceptable at our school. We recognise that discrimination can be overt or covert. Covert discrimination relates to the assumptions, beliefs and values acquired over a long period of time which affects instinctive responses.

Our Core Values of Community, Achievement and Pride help to emphasise equal opportunities for all staff, parents and pupils at all times and emphasise the importance of community, achievement and pride. The flag which flies above the main entrance states 'All Different: All Equal' and has the handprint of every pupil on the rainbow graphic. This is a clear 'sign up' for every child to the values of inclusion, valuing difference and respecting diversity.

All staff are responsible for ensuring that we implement this policy.

## Aims & Objectives

We aim to ensure that every member of the school community is given an equal opportunity to be the best that they can be, within a supportive environment.

In order to achieve this we are committed to:

- equal access and treatment
- being responsive to changing needs
- educating and informing children and parents about the issues in this policy
- avoiding prejudice
- promoting a positive self image and mutual respect
- ensuring that equality of opportunity permeates the whole curriculum and ethos of the school
- using resources and examples which provide a positive image of all groups

- acknowledging the richness and diversity of society and to prepare children for their part in this
- developing a positive attitude to equal opportunity by all staff, children, parents and all who participate in the life of the school

Pupils are taught

- to be confident, strong and self affirming in their own identity
- to value and respect all children and adults
- to learn from other cultures and their own
- to be open to change, choice and development
- to be able to discuss, celebrate and challenge traditions and beliefs

### **Curriculum Access**

All children will have equal access to all aspects of the curriculum and school life. We will monitor our practices to achieve this. Children should be given the opportunity to:

- Make choices without rejecting any as being inappropriate eg. sports, monitor jobs
- Gain self-worth and self-confidence, freeing them to develop a sense of who they are and what they want
- Have equal educational experiences so that they can make appropriate choices from a base of common skills and knowledge.
- Access resources which are non-stereotyping, learning to identify and question stereotypes if they find them
- Access resources, equipment and playground space fairly

The Jersey 'Teacher's Task' and Teacher's Standards (2012) documents underpin our Teaching, Learning and Assessment Handbook (2022). Within these documents, the onus is on class teachers to ensure access to the curriculum for all children. The Jersey Curriculum (2014) requires a breadth, balance, relevance and differentiation which will enable each pupil to participate at an appropriate level. This applies to all pupils. These issues are addressed in our Teaching, Learning and Assessment Handbook (2022) and our policy for Special Educational Needs.

### **Hidden Curriculum**

- Displays which show positive role models from all backgrounds covering the nine protected characteristics of the Equality Act (2010)
- There is a need to discuss and counter prejudices and hidden beliefs
- The development and sharing of common interests will be encouraged
- Children's individual characteristics and feelings need to be respected and valued

### **Children**

It is the right of every child irrespective of age, race or nationality, religion or belief, disability, class, gender, sexual orientation, gender identity, special needs or ability to achieve their full potential. Each child should have access to an education, which will enable them to utilise their talents to the full and achieve their potential. We must develop children to

become sensitive to, and aware of, ways in which equality of opportunity is denied and how this might affect them in society.

### **Staff**

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children. They will endeavour to establish an atmosphere within school which effectively reduces prejudice and raises self-esteem, so that children can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their background, gender or ability. As a staff, we have to remember that we are role models. We must recognise and challenge discrimination as and when it occurs.

Active participation in staff training of all school personnel is necessary for a successful policy. Staff meetings will take place as a means of monitoring / evaluating the policy. Also 'raising awareness sessions' will be planned. All staff have responsibility for promoting Equal Opportunities.

The school values diversity amongst the staff. In all appointments the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with equal opportunity practice, following guidelines from the Department for Education.

### **Parents and Carers**

We will introduce and communicate the equal opportunities policy to parents and carers through parent Forum, through the school website and at any point deemed necessary by the school.

### **Dealing with issues if they arise**

As part of growing up, children sometimes experiment with expressions, gestures and language which they have heard through the media or from member of the community. In most cases, they do not understand how hurtful and harmful these can be. We treat such incidences sensitively, but firmly, so that children learn quickly not to use expressions, gestures and language that are inappropriate and discriminatory. Everyone has the right to be protected from insults, abuse and bullying of any sort.

Unacceptable behaviour in the classrooms and playground are always dealt with swiftly and consistently using our Positive Behaviour Policy (2018). Any repeated incidents will be recorded for discussion with the Headteacher, Deputy Headteacher and the child's parents.

### **Positive action to foster equal opportunities:**

- When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of groups or genders, and promote aspirational equality for all.
- We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.

- Matters of school organisation such as registration, seating, grouping are not made on the basis of gender, disability or ethnicity.
- Sensitivity and respect are shown towards variations in dress or appearance of other cultures and backgrounds.
- All pupils are given opportunities to organise, lead and care for others
- Pupil voice allows children to contribute to class level, and whole school decisions through school council
- Targets and rewards for children to reinforce acceptable behaviour and attitudes
- Philosophy For Children is used to offer children to opportunities to explore and consider various a range of views, often different to their own.
- Assembly times will reinforce the importance of equal opportunities.
- Clear and consistent messages will be given regarding the school's expectations.
- Staff encourage children to be aware of, reflect on and consider other people's views, beliefs and traditions. They will sometimes deliberately present opposing views in order to prompt children's thinking, challenge assumptions and cause debate and discussion.

### **Monitoring Attainment and Progress**

In conjunction with the Department of Education, we analyse our achievement and progress data carefully in order to ensure that we identify any issues which need addressing. We ensure that we monitor the progress and attainment of all pupils so that all pupils are making the best possible progress, and that no specific group of pupils is underachieving across the school. These groups include the progress and attainment of groups such as: gender, children who are MLL, those eligible for Jersey Premium and children with identified Special Educational Needs.

**Related Policies:** Positive Behaviour, Special Educational Needs, Teaching and Learning, Counter Bullying - all on school website.

VC - October 2014

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