



## **EQUAL OPPORTUNITIES POLICY**

The Governors at Boyne Hill CE Infant and Nursery School will promote equal opportunities for all the pupils and adults who form the school community, irrespective of race, gender, religion, age, sexual orientation, disability or socio-economic background.

This policy should be read in conjunction with other school policies and in particular, the Special Educational Needs & Disabilities Policy.

We are committed to promoting equal opportunities as outlined in the Borough policy, thus ensuring that all members of the school community are valued and can learn, teach or work in a supportive environment in which self-esteem is enhanced. All who work in the school must share responsibility for the implementation of this policy.

A commitment to providing equal opportunities permeates every aspect of school life, including the curriculum, and our pupils are helped to understand ways in which diversity can be celebrated and inequality and prejudice combated. Teachers will foster in pupils, respect for fellow human beings, help them to question stereotypes and challenge, when necessary, instances of discrimination.

By treating pupils as individuals with their own needs, abilities, attitudes and backgrounds, they will learn to benefit from the opportunities they are offered.

Staff will be trained, wherever possible, to enable them to meet the needs of individual pupils.

Through the implementation of this policy, continuity of approach throughout the school is provided by recognising and dealing with discriminatory practices quickly and fairly and ensuring education of the highest standard for all our pupils.

We will keep parents/carers informed about any concerns we may have.

**This policy will be reviewed biennially**

or more frequently if there are changes in national or local guidelines or legislation.

Last reviewed: May 2025

## **Guidelines to support the policy**

### **Identification of concerns**

We recognise that the pre-school experiences of all pupils differ and that these differences affect access to the curriculum and to experiences offered by the school. We will identify concerns through:

- discussions with parents/carers
- contact with other relevant professionals such as health visitors, speech therapists, pre-school settings etc
- monitoring and assessment in line with school policy
- reference to records passed from other schools or agencies
- observing the pupils at work and play

### **Things to look for to help with the identification of:**

#### **Cultural bias**

- fear, low self-esteem, intolerance, prejudice, behavioural issues (verbal/physical abuse, graffiti), bias in media presentation of religion, literature, different racial groups, colonial attitudes (e.g. historical negative assumptions) or exploitation issues (national or international), family attitudes, (including bigotry) and patronising behaviour.

#### **Gender bias**

- expectations and attitudes (e.g. self-image, peer group, threatening); employment opportunities (including expectations and institutionalised sexism); issues arising from labelling and assumptions relating to sexuality, the generation gap, class, culture and religion; access to sport and leisure; discrimination; stereotyping; bias in resources and information, including literature, TV and the press; perpetuation of roles; home background and education including access to school, clubs etc.

#### **Socio-economic bias**

- reference to material goods (e.g. designer labels etc.), mobility (up or down), self-perception of place in the system, confidence, self-esteem, communication skills, accent, dialect, vocabulary, stereotyping, income earners, family size, attitudes, lifestyle, opportunities or lack of these, educational background (selective), health, power and influence, wealth/poverty, expectations, status.

#### **Physical bias**

- reference to any information received from outside agencies/home on aspects of health which may affect the child/adult at school.

Pupils' progress will be recorded and monitored in the usual way and relevant information will be communicated to:

- the Head Teacher and Designated Safeguarding Lead (or Deputy), the SENCo or other relevant staff, where appropriate
- other relevant agencies
- parents

## **Strategies for providing equal opportunities**

### **Equal opportunities irrespective of socio-economic background**

1. To ensure educational opportunities of the highest standard for all pupils, staff will have the highest expectations about each pupil's ability and potential, irrespective of socio-economic background or that of their parents. Pre-conceived notions and generalisations will be avoided.
2. In order to support a pupil's positive, personal development and identity, staff will be sensitive to parents' economic circumstances. In times of economic hardship, Boyne Hill will aim to help and support parents in

purchasing second hand uniform and having a fund available for trips and events. Pupils in receipt of free school meals will not be made to feel different in any way.

3. In order to prepare our pupils for full participation in society, we aim to build an understanding of basic economics and to teach pupils that everyone has valuable skills to contribute.

### **Equal opportunities irrespective of physical impairment**

1. To ensure educational opportunities of the highest standard for all pupils, staff will encourage pupils with a physical impairment to enjoy a wide range of experiences within school. Teachers recognising difficulties will enable access to all areas, in order that all pupils are able to lead as active a role as possible with their peers. This will have implications for funding, in order to provide appropriate specialist equipment where necessary and 1:1 support.
2. To begin to support the positive development and understanding of personal identities, staff will promote a positive image of physical impairment within the school community and beyond. Work in curriculum areas such as PE and Relationships and Health Education/PSHE will help pupils to focus on their abilities. The school acknowledges and maintains close links with outside agencies in order to understand and build on the knowledge of the capabilities and limitations of physical impairments. This is shared with all staff involved with the child.
3. Pupils at Boyne Hill are given a good start in preparing them for full participation in society by promoting respect for and understanding of each other through discussion and interaction, regardless of any physical impairment.

### **Equal opportunities irrespective of culture, race or religion**

1. To ensure educational opportunities of the highest standard for all pupils, staff will enable pupils from all cultural, racial and religious backgrounds to have access to the whole curriculum. Information will be provided to ensure that pupils have equal access to nursery schooling. Resources and support will be given to enable pupils to build on their previous experiences in a positive way.
2. To begin to support the positive development and understanding of cultural and personal identities, staff will be aware of pupils' backgrounds and encourage the child's contribution from home to be respected and valued by all. The curriculum will address cultural, racial and religious backgrounds in an age appropriate way, for example, through books and celebrations. School/home links will be encouraged by enabling access to an interpreter whenever possible. Participation by parents in school life will be encouraged.
3. Pupils at Boyne Hill are given a good start in preparing them for full participation in society by promoting respect for and understanding of each other through discussion and interaction between each other and the wider community we share, regardless of their culture, race or religion.

### **Equal Opportunities irrespective of gender**

1. To ensure educational opportunities of the highest standard for all pupils, staff will encourage equal opportunities for both boys and girls to access the whole curriculum. Pupils, regardless of gender, will be encouraged to develop skills in all areas of the curriculum and be given plenty of opportunity for play and learning which will stimulate language and co-operative skills. All pupils will be given opportunities to participate in the same sports/games as each other.
2. To begin to support the positive development and understanding of personal identities, staff will provide both boys and girls with experiences to build confidence and self-esteem (see Attachment Aware Behaviour Policy). Time is given equally to boys and girls and responsibilities are shared equally between them. Resources used to implement the curriculum will enable pupils to feel valued, regardless of gender, and staff will minimise using materials or books which reinforce gender stereotyping.
3. To have and show respect for gender self-identification.
4. To prepare our pupils for full participation in society, they will have opportunities to work with each other regardless of gender. By looking at and discussing the society in which we live and work, pupils will begin to develop an understanding of gender differences and how to value all, regardless of gender.

**Curriculum/classroom provision** *(See Appendix A)*

- Activities of a non-stereotypical nature (PE, Design Technology, Art & Craft)
- Circle time
- Time for discussion and reflection
- Resources, incl. songs, rhymes, stories, music, role play equipment, construction toys etc
- Class rules/Learning Charter
- Rewards and sanctions
- Behavioural expectations

**Other things to be aware of**

- Bullying
- Scapegoating
- Peer pressure
- Out of school activities
- Bi/multi-linguicism
- Community links/role models
- Playground behaviours - loners, macho behaviour etc

## APPENDIX A

### Adaptation

#### **Why is adaptation needed?**

As part of our equal opportunities policy, we recognise that, whilst equality may be considered as providing the same level of opportunity and assistance to all, in some instances we need to consider **equity** as providing various levels of support and assistance depending on specific needs or abilities.

#### **Strategies for adaptation**

1. Matching work to the pupil's previous experience.
2. Valuing differences in outcome.
3. Understanding differing speeds in completing work.
4. Pupils working together to complete piece of work.
5. A consideration of different forms of input.
6. Varying styles of teaching.
7. Utilising available resources.
8. The additional support needed by certain pupils in terms of skills/resources/materials.
9. The amount of over-learning and repetition required by different pupils.
10. Extension activities required for some groups/individuals.
11. Strategies to secure understanding.

#### **Adaptive teaching through:**

##### **The curriculum**

- We can set different types of tasks for pupils to choose which play to their strengths and levels of understanding.
- We can set different lengths of tasks.
- We can provide some support for those who need it to achieve success in an activity.
- We can provide extension activities for those who require greater challenge.
- We can provide activities that are 'open' enough to allow pupils to produce work that is varied in its type and/or quantity according to ability or application.

##### **The learning environment and process**

- Support from peers in group work (think – pair - share).
- Support from class teacher or support assistant.
- Support from varied and appropriate learning resources/strategies.

##### **The learning context**

- Be relevant to pupils.
- Be familiar to pupils.
- Building upon pupils' ideas and experiences.

##### **Resources**

- Continual monitoring will take place of resources within the school for suitability and flexibility.

## Staff training

Active participation for all school personnel is necessary for a successful policy.

Staff meetings may include discussion of equal opportunity issues as a means of monitoring and evaluating the policy.

All staff have responsibility for Equal Opportunities.

Advisory staff will be called upon for specific advice to lead staff meetings when appropriate.

Teachers will address equal opportunity issues for their own curriculum area of responsibility.

## Success criteria

Equal opportunities will be recognised in the following areas:

Assessment results	Number of Pupil Premium children	Effectiveness of communication systems
Number of pupils on roll	Number of parents attending curriculum workshops/meetings	Pastoral care of pupils
Attendance	Playground interactions	Teaching styles - formal/progressive/flexible
Punctuality	Learning interactions	Seating arrangements in classrooms
Unauthorised absence	Friendly and caring attitudes	Differentiated work on offer for pupils
Class size	All members of the school community valued	Open-ended work
Stability and staffing	Displays of work	Links with the local community
Commitment/involvement of support staff	Cleanliness of school site	
Regular visits from an Educational Psychologist	A welcome 'feel'	
School uniform – number of requests for help with uniform	Accessibility of school staff	

## Evaluation/monitoring of policy both formally and informally

### Who evaluates?

- The Head Teacher
- All members of staff in order to improve, adjust and facilitate equal opportunities within the day to day running of the school and to bring individual perspectives to whole staff meetings
- Governors – either at full Governing Board meetings or in the Teaching and Learning Committee meetings
- Parents – who will bring their own perspective/perceptions
- Pupils/learners – who will be involved in annual evaluations
- Inspectorate – on programmed visits

### Who/what is evaluated?

- Staff
- Language used to further equal opportunities
- The curriculum
- Learning goals set/appropriateness
- Resources used to reinforce positive issues of equal opportunities

**What is evaluation for?**

- Teacher effectiveness
- The quality of learning
- Effective communication
- Review and planning
- Diagnostic testing
- Coherence and cohesion of policy and practice

**Time Factor:**

- Ongoing by individuals
- At intervals where incidents would suggest that the policy is not being effective or for specific purposes, e.g., in response to directives formally by inspectors on programmed visits
- By Governors at intervals for review or specific purposes