

## Equal Opportunities Policy

It is important to recognise that some groups of children may experience disadvantages in the education they receive because of:

- special educational needs
- gender
- ethnic background
- socio-economic background
- physical attributes

We at Christ Church Primary School believe children must be given the chance to realise their full potential, therefore the school must promote access to a curriculum which is sufficiently varied so as to include elements attractive to all pupils.

We must prepare children for life in our multi-cultural society by utilising the contributions pupils make to the educational process, which have arisen from their diversity of cultural backgrounds and experiences. We must also introduce multi-cultural issues into the curriculum, in order to broaden the children's awareness of the world we are preparing to live and work in.

Our school aims to counter racism and sexism, negative attitudes towards disability and other discriminatory practices by ensuring the children are valued as individual members of families and the school community. Children need to learn self esteem through being respected and can then move on to showing that respect for others.

The school currently has disabled access at the front door and through the Reception classroom. The school is built on 3 levels so access is restricted. We are aware of the need to improve disabled access and are in consultation with the Diocese and LEA.

Incidents of any abuse to race, sex or disability must, in the first instance, be reported to the class teacher who will speak to the children involved and thereby try to resolve the situation. These incidents may be recorded on the incident/ racism log. In extreme circumstances, the Head Teacher should be involved and parents invited to discuss the matter. In the case of racism an LEA monitoring form will need to be completed.

When planning teaching and learning, wherever possible we will select materials which demonstrate achievements and perspectives of minority ethnic groups, women, people with disabilities. This approach should permeate every curriculum subject/ topic. Wherever possible, members of the local community should be actively encouraged to participate in school activities to provide pupils with positive role models.

We seek to provide children with experiences which will compensate for early deprivation or lack of confidence through stereotyping, by planning a rich variety of learning activities to suit a wide spectrum of ability and interest.

The school tries to ensure that the content and process of the curriculum guards against the transmission of attitudes which label people as inferior or limited.

Within lessons the children should be grouped according to their changing needs across the curriculum. For example it may enhance children's learning to work in ability groups in some situations. Children should not be grouped according to gender or special educational needs, physical attributes, etc., where there is no sound reason for doing so.

Teachers should offer children the opportunity to examine and discuss issues of bias and equality, as specified in the P.S.H.E. Policy.