



Equal Opportunities Policy

Kington St. Michael C.E. Primary School

Policy agreed (date):	November 2024
Policy published (including on website):	November 2024
Next review (date):	November 2026
Reviewed by:	To ratify at FGB Meeting on 20th January 2025

Statement of Principle

- Discrimination on the basis of gender, colour, culture, origin, ability or disability, is unacceptable in this school.
- An equal opportunities philosophy is practised by all staff.
- This school will therefore educate, develop and prepare all our pupils, whatever their gender, colour, culture, origin, ability or disability, for their integral part in Society.
- Every pupil and teacher will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
- The school is committed to emphasising the common elements and values of our multiple culture rather than highlighting conflicting areas.
- The school promotes equality, diversity and community cohesion

Aim

- Our aim is that all pupils have equal opportunities to become valued members of society during their time in school.

Practice

- **Admission** – The school follows the LA/Governing Body Admission Policy. The school would hope to be able to admit all pupils who wish to attend. Currently the school has rear access for wheelchairs and a disabled toilet. Should the need arise disabled provision will be provided.
- **Registration** – Pupils names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.
- **Discrimination** – All forms of discrimination by any person within the school are to be treated seriously. It should always be made clear to offending individuals that such behaviour is unacceptable.
- Parents should be made aware of the school's commitment to equal opportunities through a statement in the school brochure.
- The school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based upon strict professional criteria.



- All staff should be aware of possible cultural assumptions and bias within their own attitudes.
- Close liaison with families in the school is beneficial to all concerned.
- Support and advice is available from the authority's multicultural support services.
- The school has a Disability Equality Scheme

The Curriculum

- All pupils must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive.
- We encourage visits and talks from people from other cultures, races and religions and background, and people with a range of disabilities as part of the wider education of all the children through all subjects.

Language

- The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use.
- Pupils and staff must feel that their language or dialect is valued.

Resources

- Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist, containing positive images of all groups. Pupils should have access to accurate information about similarities and differences within society.
- The school has a disabled toilet, ramps and railings

Conclusion

This policy document will form part of the Induction Programme undertaken by all new members of staff. We will continue to keep this policy under review and make such amendments as become necessary. It acts as a statement of intent for all staff, pupils, parents and governors, and reminds us all of what the school is trying to achieve.