



Equal Opportunities Policy

Reviewed :

Signatures

Headteacher – Delyth Goodfellow

Chair of Governing Body – Vanessa Hooper

Section A - Introduction

At Ysgol y Castell, we aim to provide equality of opportunity for all children whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices - in particular those relating to gender - do not prevent any child from reaching their potential.

Section B - Monitoring and review

The policy will be reviewed annually by the Governing Body.

Section C - Gender issues

We recognise that a child's self-perception can be influenced by his/her 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. We also recognise that such perceptions are influenced by other factors including home, peer group and the media.

Strategies are employed to ensure that the cross-curricular dimension of equal opportunity permeates all of the life and work of the school. Children of both sexes have equal opportunity within and equal access to all areas of the whole school curriculum.

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;
- Opportunities are given for children to work with teaching and support staff of both sexes.

Teaching and other groupings, such as dining table arrangements, assembly seating, 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 both staff and 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, when appropriate. All teaching and support staff posts are not gender specific. Both men and women are encouraged to work with all age groups and each Key Stage. All staff have equal access to in-service training and posts of responsibility. All members of staff regularly review practices and approaches involving equal opportunity in terms of gender issues.

Section D - Racial Issues

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. All staff have access to record incidents on the school's My Concern online system, including racially motivated incidents.

We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs. Teachers often celebrate other religious festivals if they have a child in their class from a particular religious background. Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

Section E - Disability Issues

The school is fully committed to the new duties placed on schools in the Special Educational Needs and Disability Act.

We will consider the needs of all people in school including:

- pupils who may be disabled but not have a statement of special educational need nor be on any stage of special needs assessment;
- teachers and other school staff;
- Governors;
- all visitors to school.

Our School will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff and to the curriculum for disabled pupils. In addition, the school will ensure that discrimination does not occur, and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled. In particular, our policies relating to the education and related services we provide, and our admissions policy will ensure there is no substantial disadvantage.

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- planning appropriate amounts of time to allow for satisfactory completion of tasks;
- planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum;

- identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals.

Section F - The role of the staff

- All staff will do their best to ensure that all pupils are treated fairly and with respect , not knowingly discriminating against any child;
- All staff will challenge any incidents of prejudice or racism. Any incidents will be recorded on My Concern and attention drawn to the Headteacher.

Section G - The role of the Headteacher

- It is the Headteacher's role to implement the school's policy on equal opportunities, and will be supported by the Governing Body in doing so;
- The Headteacher will ensure that all staff are aware of the school policy on equal opportunities, and that that the guidelines are applied fairly in all situations;
- The Headteacher will promote the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

Section H - The role of the Governing Body

- The Governing Body will do all it can to ensure that all members of the school community are treated both fairly and equally;
- The Governing Body will seek to ensure that people with disabilities are not discriminated against when applying for jobs at the school;
- The Governing Body will take all reasonable steps to ensure that the school environment properly accommodates anyone with disabilities.