

**THURLBY COMMUNITY PRIMARY SCHOOL**  
**Equal Opportunities Policy (Staffing and Curriculum)**

This policy relates to **all** persons, staff, governors and children of Thurlby Community Primary School.

**A. Statements of Principle**

1. Discrimination on the basis of colour, culture, origin, sex, disability or for any other reason is unacceptable in this school.
2. 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.
3. The primary objective of this school will therefore be to educate, develop and prepare all our pupils, whatever their sex, colour, origin or ability, for life.
4. An equal opportunities philosophy will be practised by all Staff.
5. The school acknowledges the complexity of our society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society.
6. The school is committed to emphasising the common elements and values of our multiple culture.

**B. The Aim**

Our aim is to equip pupils with an awareness of an increasingly diverse society and to present the world as it is and as we would like it to be. On such foundations it is hoped that pupils will develop their own attitudes to a pluralistic society.

**C. Practice**

1. Admission

The school follows the LA/Governing Body Admission Policy, and does not permit, sex, race, colour or disability to be used as negative criteria for admission.

2. Registration

Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from all cultures.

3. 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 aware of the school's commitment to equal opportunities.

4. Staff

In all staff appointments, the best candidate will be appointed, based upon strict professional criteria.

The school values diversity amongst the staff.

All staff should be aware of possible cultural assumptions and bias within their own attitudes.

The staff development programme enables everyone to recognise the ways in which children may be denied equal opportunities in school because of their race, religion, class and gender.

In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the authority's multicultural support service. The school's pastoral care organisation should be used, particularly with regard to home/school liaison and for dealing with any situations of discrimination or harassment.

#### 5. The Curriculum

All pupils must have access to the whole curriculum of the school. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum both explicit and hidden must be balanced, objective and sensitive.

#### 6. 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.

Schools should have a positive approach to the issue of linguistic diversity. Staff should be aware of the languages and dialects of their pupils and give them positive recognition in the classroom.

All pupils should feel that their languages are valued and feel confident to speak, hear, read and write their home language at school.

Multi-lingualism should be regarded as advantageous.

Staff should have access to speakers of a variety of languages for the purpose of advice.

Children should have similar access to enrich their learning.

Appropriate resources and strategies for teaching multi-lingual children should be available across the curriculum.

This statement should be an integral part of all policies and practices developed by the whole school.