**Gillotts**

**Equal Opportunity Policy**

This policy outlines the commitment of the staff and Governors to ensuring that equal opportunities are available to all members of the school community including students, teaching staff, support staff, parents, Governors, and visitors to the school.

**At Gillotts we are opposed to discrimination in all its forms and committed to promoting the principles and practice of equality and justice throughout the school. We will act appropriately to combat both direct and indirect discrimination.**

Gillotts values all people equally, promoting mutual respect and valuing each other’s similarities and differences, and facing equality issues openly. The School has a policy of inclusion that ensures all students and staff are encouraged and able to achieve their full potential. Gillotts is opposed to racism, stereotyping and all other forms of discrimination based on a person’s sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age (in relation to employment, but not in relation to students), class or size.

Gillotts adheres to Oxfordshire LA guidelines when handling incidents of a discriminatory nature. Gillotts presents an equal opportunities curriculum to students of all ages. This allows them to explore the roots of all areas of prejudice and prepares them to overcome such prejudice and participate fully in a diverse society. The ability to speak more than one language is of great value to the individual and a positive resource to the School. Gillotts believes in good communication with all parents and guardians and encourages a positive parent/teacher partnership. Gillotts works hard to create a multicultural and anti-racist environment. We actively promote equality for all and this is reflected in the ethos of the School.

These statements form the basis for our policy and we are committed to putting these statements into practice.

**Admission of students**

The School’s Admission Policy does not permit sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity to be used as criteria for admission or non-admission.

**Learning environment**

The overall aim of the learning environment is to ensure that all students are enabled to make the most of their abilities and qualities. We aim to do this by ensuring that:

* There is a consistently high expectation of all students regardless of age, gender, ethnicity, ability or social background.
* We meet all students’ learning needs, including the more able, through differentiated learning experiences and individual targets.
* All students are actively involved in their own learning.
* The school provides an environment in which all students have equal access to all facilities and resources.
* The school places a high priority on the provision for special educational needs and disability.
* The adults in the school try to provide good, positive role models in their approach to all issues relating to equal opportunities.
* A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all students.

**Resources and Materials**

The provision of good quality resources and materials within the school is a high priority. These resources should:

* Reflect a variety of viewpoints
* Show positive images of males and females in society including people with disabilities
* Reflect non-stereotypical images of all groups in a global context
* Include materials to raise awareness of equal opportunity issues
* Be equally accessible to all members of the school community

**Organisation of Learning**

When organising groups for various activities, consideration is always given to the composition of the group to provide a balance appropriate to the activity.

Staff ensure that:

* The class teacher ensures that all students are treated fairly, equally and with respect. **We do not discriminate against any child.**
* When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature.
* Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
* When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual’s point of view, we aim to promote positive social attitudes and respect for all. Staff are committed to liaising closely with parents, local community groups and other relevant agencies to develop ways of combating racially-motivated violence and other unacceptable behaviour by young people both in and out of school.

**Language**

We recognise at our school that it is important that members of the school community use appropriate language which:

* does not offend, transmit or confirm stereotypes
* creates the conditions for all people to develop their self esteem
* uses correct terminology when referring to groups or individuals eg. Inuit rather than Eskimo, Native Americans rather than Red Indians.

We undertake to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include traveller children, people whose home language is not a standard form of English, students for whom English is not their first language. All our staff challenge any incidents of direct and indirect discrimination and prejudice.

**Extra-curricular provision**

It is the policy of this school to provide equal access to all activities.

The use of the school premises by individuals or organisations wishing to promote discriminatory or prejudice views or activities is prohibited.

**Staffing and Staff Development**

In all staff appointments the best candidate will be appointed based on strict professional criteria. We undertake to encourage the career development and aspirations of all staff. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of students.

We recognise the need for positive role models and distribution of responsibility among staff. Wherever possible this should include access to a balance of male and female staff.

**Harassment and bullying**

It is the duty of this school to challenge all types of discriminatory behaviour especially unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions about another person’s appearance, character, race, disability or ability, sexuality or gender. The school has agreed procedures for dealing with incidents such as these.

**Monitoring and Review**

It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The school will make use of student surveys, consultation with parents and other consultative mechanisms to help highlight concerns or poor practice and respond appropriately to this feedback.

**Legislation**

We are bound by the legal requirements of the following legislation:

*Human Rights Act 1998*

This contains a clear statement of everyone’s rights under the European Convention on Human Rights

*The Special Educational Needs and Disability Act (SENDA) 2001*

This strengthened the right of children with special educational needs to a place in a mainstream school.

*The Equality Act 2010*

The Equality Act 2010 has replaced the previous anti-discrimination laws with a single Act. It simplifies the law, removing inconsistencies and making it easier for people to understand and comply with it. It also strengthens the law to help tackle discrimination and inequality.

**Links to other policies**

Equality of opportunity is relevant to most of the school’s policies but has particular relevant to the following policies:

Equality Duty Statement

Behaviour for learning

Anti bullying

SEN

Supporting students with medical conditions

Anyone who has a query regarding a multicultural or equal opportunity issue should discuss it with the school at the earliest opportunity.

**Further guidance**

Commission for Racial Equality (2002) *Framework for a Race Equality Policy*

Dadzie, S. (2000) *Toolkit for Tackling Racism in Schools*

Education Leeds (2002) *Race Equality Model for Schools*

Gaine, C. (2005) *We’re all white, Thanks: the Persisting myth about ‘white’ schools*

NAHT (2011) *Equal Opportunities guidelines and model policy statement for schools*

**Date reviewed: 4 July 2017**

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