



Equality & Diversity Policy

June 2016

Brook House Junior School Equality and Diversity Policy

Rationale

Equal Opportunities and the Pupils of Brook House Junior School

We must be aware of the dangers inherent in any form of stereo-typing particularly with regard to the following;

Gender Stereo-typing

Sex stereo-typing is damaging in that it assumes that a person's sex, limits their sphere of activity, when in reality the difference which impose these limits are due to other factors.

We also know that children will respond to the expectation of their teachers and there is a real danger that policies based on erroneous assumptions will be self-fulfilling.

We must ensure that boys and girls have equal access to the whole curriculum of the school and receive equal treatment from all with whom they come into contact.

Purposes – Aims and Objectives

Implementing the Gender Equality Policy

1. Staff will constantly review the issue so that the Policy is implemented consistently throughout the school.
2. Girls and boys are mixed for all activities.
3. Registers, class lists etc. are all drawn up in alphabetical order and children come into the hall for assembly in alphabetical order.
4. Girls and boys mix for all sports activities and no assumptions are made that certain games are more suitable for one sex than for the other.
5. The reading resources in school, and any other resources, are chosen with a view to reinforcing the equal opportunities policy. Unsuitable existing material will be disposed of.
6. Both sexes must have equal access to the whole curriculum of the school which means that no assumptions are entertained that certain areas of the curriculum are more appropriate to one sex than to the other.
7. It must not be assumed that certain activities are more appropriate to one sex than to the other.
8. Children are encouraged through drama etc. to explore new roles and activities.

Classroom Interaction

1. We encourage non-stereo-typed social behaviour.
2. We recognise that the teacher is a role model and focus of attention.
3. We encourage boys and girls to play and work together.
4. We emphasise the values of co-operation rather than competition.

Children with Physical Impairments

1. Children with physical disabilities have an equal right to experience a broad, balanced and relevant curriculum.
2. The needs of children with physical disabilities will be assessed and resourced on an individual basis.
3. We will endeavour to provide the necessary resources to facilitate this entitlement.

Giftedness

1. Children of all abilities have an equal right to experience a broad, balanced and relevant curriculum.
2. This means that children with Special Needs must be monitored and provided with appropriate support and resources, in accordance with our Policy on Special Needs.
3. We must also be equally aware of the needs of children with advanced disabilities and aptitudes and must provide activities, which are relevant to their needs.

Multicultural Education at Brook House

1. The fact that we have very few children from ethnic minority groups means that we have to be very aware of the need to emphasise the importance of equal opportunities in terms of ethnicity.
2. We must be ready to respond to their needs if bilingual children should enrol at the school and would contact the appropriate agency for support.
3. The dangers of stereo-typing outlined with regard to gender stereo-typing are equally applicable with regard to multi-cultural education in that a child's sphere of activity and achievement is limited by many factors of which race plays no part.
4. We recognise that if certain assumptions are made, children will modify their behaviour in order to gain the approval of those in authority and thus the stereo-typing becomes self-fulfilling.

5. We recognise that racism is one of the most important issues to be faced in today's society and we aim to combat the dangers of prejudice and stereo-typing by increasing our pupils' awareness and knowledge of different cultures in Britain and throughout the world.
6. Our reading and any other resources are chosen to ensure that they reinforce the values which we wish to promote.

Staffing Policies

This school is firm in its total opposition to unfair discrimination in employment and commits itself to a comprehensive policy of equal opportunity.

The aim of this policy is to ensure that the recruitment, selection, training and promotion of staff are based solely on the criteria of merit and ability, and that no job applicant or employee will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, domestic circumstances, age, sexuality, trade unions activity, political or religious beliefs.

This Policy will be used to inform Governors and staff members relating to equal opportunities in employment and its recommendations will be used as a basis for action.

Relevant Legislation

The Governors will at all times respect the legal obligations contained in the Acts relating to Sex Discrimination, Equal Pay, Race Relations, Disabled Persons and any other relevant legislation relating to Equal Opportunities in employment.

Recruitment, Selection and Promotion

All selection procedures will be based on the criteria that applications are welcome from all sections of the community irrespective of race, colour, gender, sexuality or disability.

Applicants for posts will be given clear and accurate information about the post in the form of an up to date job description.

The persons applying for posts and those appointed will be monitored in order to review the progress of the policy.

The selection panel will be fully aware of selection procedures and equal opportunity policies.

Conclusion

The issue of Equal Opportunities is recognised to be of great importance and the criteria contained in this policy will be constantly reviewed and evaluated in order to ensure that it remains effective.

Review date June 2017