

CRAWSHAW SCHOOL

EQUAL OPPORTUNITIES POLICY

A POLICY STATEMENT

CONTENTS

| | | Page |
|-------------|------------------------------|------|
| Paragraph 1 | Introduction | 3 |
| Paragraph 2 | Sex Discrimination | 4 |
| Paragraph 3 | Racial Discrimination | 5 |
| Paragraph 4 | Discrimination by Disability | 7 |

EQUAL OPPORTUNITIES POLICY

1. INTRODUCTION

1.1 The Education Reform Act 1988 established general principles which should be reflected in the curriculum offered to all students in maintained schools. These principles embody fundamental entitlements. They include the principles of equal opportunity. Equal opportunities has been accepted as a cross-curricular dimension which should permeate all areas of the curriculum. The Crawshaw School Equal Opportunities Policy sets out the school's objectives both within and outside the curriculum.

1.2 The general aims of the Crawshaw policy are expressed in this extract from National Curriculum Guidance 3 "The Whole Curriculum": *"The curriculum must aim to meet the needs of all students regardless of physical, sensory, intellectual, emotional/behavioural difficulties, gender, social and cultural background, religion or ethnic origins. All schools whatever their location and intake have a responsibility to promote good relationships and mutual respect. The ethos of the school should support the school's policy on equality of opportunity by countering stereotypes and prejudice, reducing the effects of discrimination and helping pupils to accept and understand social diversity. Teaching materials should not be stereotyped or discriminatory"*.

1.3 The policy also follows the guidelines outlined in the Leeds LEA Curriculum 5-16 Statement of Policy (1990): *"Equality of Opportunity is not related to a defined subject area but is a fundamental aspect of the ethos of every school in the Authority, and its principles should permeate all activities. In this respect, schools need to consider the content of the curriculum, access, delivery and pastoral concerns. It is the responsibility not just of the Headteacher and governors, but of all personnel in the school. An awareness of this responsibility and a discussion of its implications should be shared by staff and should influence the formulation of the school's aims, objectives and curriculum and pastoral approaches."*

1.4 The policy also embraces The Department for Children Schools and Families (DCSF) Guidance on the duty to promote community cohesion (July 2007) which sets out all schools' responsibility to *"work towards a society in which:*

- *there is a common vision and sense of belonging by all communities*
- *the diversity of people's backgrounds and circumstances is appreciated and valued*
- *similar life opportunities are available to all, and*
- *strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."*

1.5 The Crawshaw School Equal Opportunities Policy identifies three areas of discrimination:

1.4(a) sex discrimination

1.4(b) racial discrimination

1.4(c) discrimination by disability

1.6 The policy complements the policy statements produced by the Leeds LEA.

1.7 The school will act on the implications of the policy by organising in-service training for staff and setting up a mechanism for an appropriate examination and modification of the curriculum and teaching materials.

1.8 The school will keep this policy document under regular review, modifying it in the light of experience and national and local developments.

2. SEX DISCRIMINATION

2.1 The Effects in Education

2.1(a) sex discrimination affects everybody. Both girls and boys are damaged by being forced into stereotyped roles and behaviour patterns;

2.1(b) women and girls are most disadvantaged by sexism as it is usually based on the idea of male superiority. Traditional female pursuits and occupations tend to be seen as having a lower status than traditional male areas of concern and interest;

2.1(c) a school can transmit sexist values, beliefs and attitudes through its organisation as well as through the curriculum. This transmission is usually unconscious and unintentional. This does not lessen its effect.

2.1(d) gender stereotyping may appear insignificant, but the cumulative effect can lead to a restriction of choice and a limitation of expectations and achievements;

2.1(e) the result is a serious under-representation of women in many of the professions of high standing and in the decision-making strata of society. At the same time, those areas traditionally regarded as female, such as child rearing and caring, are not given sufficient respect.

2.2 Crawshaw School will:

2.2(a) ensure that it plays a positive role in countering sexism rather than reinforcing it;

2.2(b) ensure that publications, resources and internal and external communications used in the school do not include discriminatory, stereotyped or offensive language or images, and provide positive images of women and girls;

2.2(c) develop teaching and classroom management strategies to ensure that girls and boys are treated equally and given equal opportunities for success;

2.2(d) ensure that the curriculum is open to all and develop positive action to counter stereotypical images of subject areas;

2.2(e) organise grouping and setting to reduce disadvantage by gender;

2.2(f) monitor the nature of the provision of playgrounds, social areas and other aspects of the school environment to ensure equality of opportunity to use;

2.2(g) ensure that the pastoral care system is sensitive to the different approaches needed for girls and boys in some of its aspects;

2.2(h) develop a behaviour system that is seen to be fair to both boys and girls;

2.2(i) present careers advice to students that counters stereotyping;

2.2(j) abide by a policy on sexual harassment which covers students and staff (Anti-Bullying Policy for the students and Education Leeds' Bullying and Harassment Policy for school based staff);

2.2(k) develop positive action policies on recruitment and selection, career development of women members of staff and training, and offer appropriate encouragement to women to seek promotion to new areas of responsibility;

2.2(l) these statements of policy will apply to all aspects of the school, as a basis not only of the commitment to providing equal opportunities, but also of the sensitivity needed for good and effective teaching.

3. RACIAL DISCRIMINATION

3.1 This policy is designed to take account of the nature of Crawshaw School. It has been produced to emphasise that there is no room for complacency in the school's attitude and action where racist issues are concerned. All incidences of racist behaviour will be monitored and reported to parents, governors and Education Leeds. This policy also relates to the school's Race Equality Policy and Action Plan and the Racial Harassment Policy and should be read in conjunction with them.

3.2 Aims – The school should aim to:

3.2(a) prepare students for a multicultural society where there is no racial discrimination and where good relations exist between different racial groups;

3.2(b) take account of the multicultural nature of our society in all decisions affecting the organisation, curriculum and ethos of the school;

3.2(c) ensure that all teachers recognise the relevance of a multicultural society to their teaching;

3.2(d) examine systematically and regularly the relevance of a multicultural society to all areas of the curriculum;

3.2(e) consider the appropriateness for a multicultural society of material used in the school;

3.2(f) satisfy the in-service needs of staff in relation to education in a multicultural society;

3.2(g) develop means for identifying and countering direct and indirect discrimination in the education system and for eliminating any form of racist activity in the school.

3.2(h) work towards the Stephen Lawrence Award.

3.3 These aims lead to important objectives for the education of students, the development of the curriculum and the refining of teaching methods and skills.

3.4 Students – The school should try to ensure that all students know:

3.4(a) the basic facts of race and racial differences;

3.4(b) the customs, values and beliefs of the main cultures represented in Britain;

3.4(c) why different groups have been immigrants to Britain;

3.4(d) the nature and cause of prejudice.

3.5 The school will try to ensure that all students accept;

3.5(a) the value of the achievements of other cultures;

3.5(b) the uniqueness and value of each individual human being;

3.5(c) the principles of equal rights and justice;

3.5(d) the principle of equal opportunity;

3.5(e) the damaging effect of prejudice both on recipients and those displaying such attitudes.

3.6 The Curriculum –The following themes should influence the curriculum of the school:

3.6(a) issues related to the multicultural nature of British society should be treated in a coherent and comprehensive way;

3.6(b) choices made about the content of the curriculum should take account of the diversity of students' cultures across the world.

3.6(c) choices should aim to create an understanding of and interest in different environments, societies and cultures across the world;

3.6(d) the curriculum should encourage students to recognise that other societies have their own values, traditions and styles of everyday living which should be considered in the context of those societies as well as in comparison with our own;

3.6(e) the contribution that different societies have made to the growing understanding and knowledge of our environment and humankind should be shown;

3.6(f) the curriculum should contribute to the development of an understanding and appreciation of the various communities that make up the local society;

3.6(g) the content of the curriculum should ensure that students understand that the migration and movement of people – and hence cultural diversity – is an underlying theme in history and the contemporary world;

3.6(h) the curriculum should ensure that people are led to understand how inaccurate and damaging racial and cultural stereotyping can be. Curriculum material should be of use in the elimination of racist attitudes.

3.7 Departments should monitor developments resulting from any analysis of teaching styles and methods in response to these questions and change teaching material and resources where necessary.

4. DISCRIMINATION BY DISABILITY

4.1 What is Disability? – Disability – which includes physical, sensory or learning difficulties – is a social condition. This policy also relates to the school's Disability Equality Policy and Inclusion Policy and should be read in conjunction with them.

4.2 Individuals may have impairments of limb, organ or mechanism of the body (including sensory impairments and learning difficulties). They are disabled by the restrictions placed on them by society – the environment, second-class education, poor employment prospects, reduced social contact, low income and assumptions that are negative or patronising.

4.3 Crawshaw School will:

4.3(a) utilise provided support, such as teachers, non-teaching assistants, transport, sign language interpretation, brailers and therapists where appropriate, to enable disabled people to have the benefit of facilities offered by the school;

4.3(b) seek to ensure that the curriculum offered to students matches their identified needs;

4.3(c) seek to maximise take-up of educational opportunities by disabled people;

4.3(d) ensure that all students are given the opportunity to recognise and respect individual differences and abilities, while acknowledging that impairment should not automatically be labelled as a disadvantage;

4.3(e) ensure that disabled students and their parents are fully involved in deciding the most appropriate kind of education by adopting an active consultation policy;

4.3(f) ensure that throughout all published material disabled people are not portrayed in negative stereotyped or patronising ways, but as full and positive human beings;

4.3(g) ensure that students receive all the special arrangements and considerations which the Examination Boards are prepared to award them, so that they are not disadvantaged in demonstrating their abilities in public examinations.

4.3(h) ensure effective inclusive practice through Building Schools for the Future programme (BSF).

Reviewed: **November 2008**

Date of next review: **November 2009**

Reviewer: **Mr N. Tones**

SLT Responsible: **Mr N. Tones**

Headteacher: **Mrs J. Ruse**