



## **EQUAL OPPORTUNITIES POLICY STATEMENT**

This Policy is a general statement of our commitment to Equal Opportunities. (For specific detail see also the Disability Equality and Access Plan and the Race Equality policies).

### **AIMS**

Ipswich School recognises that direct and indirect discrimination may occur in any organisation and therefore sees the benefits of a positive and effective Equal Opportunities Policy.

- We will promote the concept of equality of opportunity throughout the organisation, both for adults within the community of the School and for all students, including the promotion of good practice in the areas of sex discrimination, racial discrimination and disability discrimination.
- We seek to develop an understanding of, and promotion of, human equality and equal opportunities.
- We will promote good relations between members of different racial, cultural and religious groups.
- We will enable students to take responsibility for their behaviour and relationships with others.

### **RESPONSIBILITIES**

The Headmaster has responsibility for the Equal Opportunities Policy Statement, for delegating responsibilities and tasks to other staff, for ensuring that the Policy is known and understood by staff and students and is available to parents if required.

All staff are responsible for following the Policy, applying it in the areas of their responsibility and reporting incidents of unequal treatment to the appropriate senior member of staff. Staff relationships with each other should follow equal opportunities principles and be free from issues such as sexual harassment or bullying. Staff should also promote equal opportunities through their behaviour towards pupils and their expectations of pupils.

## **PUPILS**

Ipswich School is academically selective; all pupils who have passed the entry selection criteria have equal access to the School's curriculum, according to aptitude and ability. Separate provision is made for boys and girls in the games programme.

The School is committed to the full inclusion of its pupils who have special educational needs and disabilities (see Learning Support Policy).

The School Rules (including the Code of Conduct in the Senior School) are designed to promote mutual respect and to prevent discrimination on the grounds of sex, sexual orientation, race, colour, nationality, ethnic origin, national origin, culture, religion, age or disability ('protected characteristics' as per the Equality Act 2010).

Positive attitudes and awareness development for equality of opportunity are specifically taught through the PSHE and Life Skills programmes.

## **STAFF APPOINTMENTS**

Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications, experience and suitability for the post. Please refer to HR policies 1, 2 and 3 for additional information.

## **STAFF DEVELOPMENT**

All employees have equal chances of training, career development and promotion opportunities.

All recruits to the School will be offered induction training which will include a reference to our Equal Opportunities Policy Statement.

People becoming disabled while in employment at the School will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.

Reviewed January 2017

## **IPSWICH PREPARATORY SCHOOL**

### **Equal Opportunities Policy** **(including EYFS)**

At Ipswich Preparatory School, we aim to offer all our children, regardless of racial, cultural or religious origin and irrespective of differences of class, gender or physical disabilities, the opportunity to develop to the full, their talents, abilities and interests.

We value the diversity that exists among people and the contribution that men and women from different backgrounds have made to the world we live in today. We are aware that our children are growing up in a multiracial, multicultural, tribal society and that if they are to become educated and effective citizens of our society, they need to be aware of the variety of cultural and religious traditions within it.

Our school is committed to the values of fairness, justice and equality. We will educate our school children to treat other people with courtesy, consideration and respect. Racism and sexism have no place in our school. Every effort is made to discourage them.

## **IMPLEMENTATION**

### **Materials and Resources**

In selecting and using materials, consideration will be given to equality of opportunity.

We will try to ensure that:

- As far as is reasonably possible, our reading books do not contain gender or racial stereotypes and they reflect a range of families and lifestyles.
- Our library books contain stories from a variety of cultures, that the reference books contain up to date information on other countries and that they feature men and women in a variety of roles.
- We use a range of musical, literary and artistic influences from a variety of cultures.
- Musical instruments, jigsaw puzzles, artefacts from different ethnic backgrounds will be used as appropriate.
- We will be as aware as we can as to whether or not resources/equipment are used equally by boys and girls and attempt to alter the balance where necessary.

## **CURRICULUM**

### **English**

- In English, children will have the opportunity to explore aspects of cultural identity and to discuss similarities and differences.
- They will be able to talk about the values and concerns that all human beings have in common.
- Stories and poems will reflect a wide range of races, genders, times and places and reflect a wide range of human experiences.
- Poets and storytellers will reflect different cultural traditions.

## **Art**

- Children will encounter works from different cultural traditions by men and women.
- Attention will be drawn to techniques originating in different parts of the world - e.g. Celtic designs, batik, tie and dye and other forms of printmaking

## **Music**

- Children will experience a variety of musical traditions, instruments, songs and CD's which emanate from different cultures.

## **Geography**

In teaching about other countries we will try to ensure that children:

- acquire accurate information
- hear authentic voices – i.e. people speaking about themselves
- are not presented with images of developing countries as poverty-stricken or backward
- begin to understand the global context of all economic development and the international nature of many issues

Topics in which these issues may be explored and developed are:

Our local environment, The Seaside, Land Use, Mountain Environments, Water – rivers and coasts, Locality Studies, contrasting localities in other countries.

The current and potential roles of men and women in domestic and economic life can be discussed. We will make use, whenever possible, of visitors who have experience of living or working in other countries.

## **History**

- Children will learn about their own heritage and personal history and relate this to the wider world. They will have opportunity to see that people involved in the same historical events will have different perspectives and viewpoints.
- Studies of families and social groups will show that there are a variety of ways in which these are organised.
- Children will consider the roles of men and women, boys and girls in the past, present and future.

Some topics in which these issues will developed are:

Toys, Games, Famous People, Castles, Invaders and Settlers, Ancient Greece, A local history study, Ancient Egypt, Tudors, Victorians and Britain since 1930.

## **Science**

- In studying science, children should understand that the scientific processes of observing, hypothesising, inferring, testing and problem solving are universal.
- They will learn that many cultures have made, and are making, significant contributions to scientific knowledge.
- We will try to use illustrations in books and posters which show a wide range of women and men from a variety of ethnic backgrounds engaged in scientific activities.
- We will try to ensure that girls and boys are equally motivated and successful in science.

## **Maths**

- Children should be aware that all people in all societies use mathematics in their daily lives. They will learn that many cultures made significant contributions to the history of mathematical development and that people of both genders are excellent mathematicians.

## **Technology**

- Children will be made aware that the skills they develop are universal to all cultures and that they are used in daily lives in all societies in solving problems e.g. with regard to transport, food, water provision, communication etc.
- Children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others.
- All pupils have equal access to ICT and Computing and all staff members follow the Equal Opportunities Policy.
- Resources for SEN children and able, gifted & talented pupils will be made available to support and challenge appropriately.

## **RE**

- Diversity of religious belief and observance will be accepted and welcomed. Children will be encouraged to reflect on their own experiences and those of others and to learn from one another.
- Common elements, concerns and values in human experience and in religious traditions are emphasised – e.g. celebrations, festivals etc. without compromising the distinctiveness of individual faiths.
- Children will learn that all religious traditions have teaching stories which seek to promote tolerance and justice.

## **PE**

- Boys and girls will participate equally in PE activities.
- Opportunities will be taken to try to counter stereotypes with all pupils learning all PE skills. We will try to develop awareness of other cultures particularly in dance.

## **Sex and Relationships Education**

- Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance.

## **PSHE, Life skills and Citizenship**

All children will be encouraged through PSHE, Life Skills, Citizenship activities and learning to recognise their own worth and that of others,

- to tackle many of the spiritual, moral, social and cultural issues that are part of growing up,
- to find out about the political and social institutions that affect their lives
- to find out about their growing responsibilities, and duties as individuals, community members and world citizens

We will encourage the children whatever their age to respect our common humanity, diversity and differences.

## **USE OF VISITORS**

We will try to use visitors to our school to expand the children's horizons and to make them aware of the richness and variety that exists in the world.

## **DEALING WITH SEXIST/RACIST/DISABILITY COMMENTS**

All sexist, racist and adverse comments about disability will be challenged through questioning.

Children will be encouraged through discussion to question their assumptions.

Follow up work may be done through the curriculum, through assemblies, PHSE, Circle Time, drama and stories.

Any racist incidents will be dealt with firmly and sensitively.

Updated January 2012

Reviewed January 2017