



Lambton Primary School Equal Opportunities Policy

Lambton Primary School attempts to be an equal opportunities school. As far as possible no-one (pupil, parent, member of staff, governor or visitor) will be disadvantaged in dealing with the school because of their gender, race, religion, culture, home language, disability, social class or economic circumstances. Because of the disadvantages experienced by some individuals and groups outside school, our policy means that sometimes positive action might be necessary to provide genuine equality of opportunity.

Gender

Children in Lambton Primary School will be encouraged to experience and develop skills in areas that have traditionally been the domain of either boys or girls. Our resources will reflect the abilities of men and women to assume non-stereotyped roles; where other resources have to be used, children will be encouraged to see that stereotypes can be ignored and /or avoided. As far as possible adults will offer varied role-models for both boys and girls. We will attempt to remove any suggestion of sexual discrimination in school procedures, documents and communications, and in appointments, training, promotion and career development.

Race, religion, culture and home language

No matter how many or how few children from minority ethnic groups are on the school role, in our day to day life in school we will celebrate cultural diversity. Our resources will reflect a multicultural nation and a multicultural world: status will be give to all countries, cultures, languages and religions; and bilingualism and multilingualism will be respected as positive accomplishments. Where valid demands are made as a result of religious rules and traditions we will respond sympathetically to them, and where pupils have particular educational needs because of their home cultures we will attempt to meet them. Where the home language is not English we will use whatever measures are appropriate to ensure effective two-way communication, and help to develop parents' confidence in visiting school and approaching staff.

Disability

While the admission of disabled pupils is likely to continue to be governed by financial and procedural constraints, we will welcome any initiatives that help us to integrate disabled pupils into Lambton Primary School. We will make efforts to employ disabled staff where appropriate, and we will make the school as accessible and welcoming as possible to disabled visitors. As far as possible we will choose resources that emphasise people's differing abilities and avoid those that show disabled people as passive victims.

Class and economic circumstances

We will maintain appropriately high expectations for all our children, and will therefore make appropriately high demands in terms of effort and behaviour. At the same time we recognize that there may be financial other limits to the contributions parents can make to the education of their children, and will do everything possible to compensate for this. Given that some parents may have been alienated by their own educational experiences, we will make school as welcoming as possible and value the contributions that all parents can make as volunteers and visitors.

Harassment

All participants in the life of the school must feel safe and secure from harassment, and we must make it clear to everyone connected to the school that no aggressive behaviour or language, particularly that related to the victim's gender, race, disability or class, is tolerated. Both aggressors and victims will be made aware of the school's firm and immediate response to such behaviour, and where appropriate so will their parents. To support this stance, the curriculum will provide a whole school programme to encourage mutual respect and tolerance and self-esteem. A record will be kept of all incidents involving harassment, indicating the nature of the victimization.

Review and monitoring procedure

This policy will be reviewed every year; the review process will take into account changes in law, curriculum and the school environment, and will make use of such indicators as participation by different groups in school activities, levels of achievement of different groups in assessments and tests, the distribution of different groups in staffing, governing body etc., and the record of incidents of harassment.

Ratified 14.9.17

Next review Autumn 2018

