Elton Primary School & Nursery

Equal Opportunities Policy

In our school, the wellbeing and education of all our children comes first

Reviewed	Summer 2026
Review	Summer 2027

At Elton Primary School and Nursery, we are committed to excluding any and all forms of discrimination against anyone, directly or indirectly; and to promoting equality with respect to the nine "protected characteristics" in the Equality Act 2010. These are age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Aims

- To promote the principles of fairness and justice for all through the education that we provide in our school.
- To ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- To constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- To ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- To challenge stereotyping and prejudice whenever it occurs.
- To celebrate the cultural diversity of our community and show respect for all minority groups.
- To be aware that prejudice and stereotyping are 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.
- To ensure that this policy contributes to the purposes of all the school's curricular and other policies.

Gender

The school's aims are to:

- Provide equal access to the whole curriculum for all pupils.
- Include opportunities for all pupils to work in a variety of groupings undertaking a variety of roles including leadership, within those groupings.
- Have equal access to educational equipment and resources including practical equipment, the library and information and communication technology.
- Give all pupils equal access to questions, instructions and teacher response.

Culture

The school's aims are to:

- Prepare all children for life in a culturally diverse society.
- Provide an informed and balanced multi-cultural education.
- Ensure that bilingual pupils gain access to the whole curriculum.

Religion

The school's aims are to:

- Provide a religious education which conforms to the Cheshire West and Chester Council Agreed Syllabus for Religious Education.
- Help children, in relation to religions and the child's wider context, to empathise, evaluate, question, relate and express.
- Provide collective worship, which reflects the foundation of a mainly Christian ethos.

Social Circumstances

The school recognises that our catchment area draws children from a variety of social backgrounds. The school's aim is to create a caring school ethos where all individuals are treated with respect so that children are not disadvantaged by their financial, social or other circumstances.

Disability

The school's aims are to:

- Welcome and include children and adults with disabilities.
- Educate all children to an understanding of the needs, feelings and rights of disabled people and an avoidance of negative assumptions and the promotion of positive attitudes.

Guidelines

Equal Opportunities should be part of the whole school ethos.

The planned curriculum accurately reflects a diverse society and challenges prejudice. We recognise that school may be the only place where children are exposed to informed and balanced multi-cultural education.

We are also aware that a changing proportion of our children come from ethnically diverse backgrounds and that we should use this as an opportunity to help enrich our school life.

Resources should be chosen that reveal positive images of individuals, groups and cultures which may not normally be represented, but whose inclusion would add to a wider, truer vision of society as a whole.

The informal curriculum includes all other aspects of school life and covers areas such as children's behaviour and attitudes towards each other and between staff and children. It also concerns teaching styles, access to information and resources and organisation in the classroom and in the school in general.

We are sensitive to the fact that not all children will share the same beliefs and attitudes as the main school culture. Staff need to be vigilant in monitoring the assumptions and organisational structures that limit or deny children's realisation of their potential.

Monitoring

Although not formally assessed, we continually monitor and review Equal Opportunities in the school as part of our monitoring schedule. Consideration is given to areas such as the careful choice of books for the library, displays and staff development involving self-assessment to raise awareness. We make use of initial assessments of ability in comparing the success of groups of children as they undertake national tests and with our 'in-year' monitoring. Differences in the performance of, for example, boys and girls in standardised tests are reported. Any relevant information is used to shape future planning. Parental concerns expressed to the school regarding any equal opportunity issue will be recorded, reported on termly in the Headteacher's report to Governors, and acted upon accordingly.

School Council

The School Council provides a voice for pupils. School Council views are taken seriously and responded to sympathetically. In addition, an annual pupil voice survey is an opportunity for individuals to express their views.