



<b>BELIEVE</b>	IN A HEALTHY MIND AND BODY IN STRIVING TO BE THE BEST WE CAN BE IN RESPECTING EACH OTHER AND OURSELVES
<b>GROW</b>	THROUGH LEARNING IN HUMANITY AND KINDNESS THROUGH EMBRACING OUR OPPORTUNITIES
<b>SUCCEED</b>	IN MAKING OTHERS PROUD IN BUILDING POSITIVE RELATIONSHIPS IN BEING RESILIENT AND COURAGEOUS

---

# Equal Opportunities Policy

---

Version 01.20

# Contents



## Document Control

Date	Version	Author	Notes
Jan 2020	01.20	R Simpson	Reviewed
12. 12. 2019	12. 12	J. Tyldesley	Reviewed
06.03.2018	18.03	J Tyldesley	Review
30.09.2010	10.1	T Irving	Review

## General Principles

Dagenham Park Church of England School is committed to working to becoming an equal opportunities institution, acknowledging that all schools should provide an atmosphere and curriculum which prepares young people to take their place in a multicultural world. The basic aim of this policy is to provide staff, both teaching and ancillary, as well as students with a rationale for the provision and development of education that takes full cognisance of both ethnicity and gender issues. This means that the school will seek to foster, as part of an ongoing process, positive attitudes towards multi-faith, multicultural, multi-lingual and non- sexist education.

## Curriculum

The curriculum, both explicit and hidden, should aim, through all school policies, separate subject department syllabuses, the tutorial programme and all aspects of curriculum planning:

- to enable pupils to recognise that each society has its own values, traditions and living patterns, which should be considered in the context of that society
- to create an understanding of an interest in different environments, societies, systems and cultures across the world
- to emphasise and share ideas, opinions and interests from a range of cultural experiences
- to develop concepts and skills that allow students to continue and participate in all social institutions, e.g. political parties, the media
- to recognise fully the part played in all areas by both men and women
- to recognise that the curriculum can be a vehicle for the perpetuation of racism/sexism, and that a prime cause of all prejudice is ignorance and misunderstanding
- to enlist support where possible from parents and employers, cultural and religious groups in the promotion of anti-sexist, anti-racist work

## Ethos and Atmosphere

- Displays of work should reflect a multicultural, non-sexist approach.
- School rules and regulations should be sensitive to other cultural practices, e.g. religious beliefs, dress, diet.
- Racist and sexist graffiti should be reported and removed immediately.
- Where possible, the school should reflect equal opportunities in its hierarchical structure.

## Staff

All staff should be aware of the negative effects of racist and sexist attitudes within the school. Staff should examine sexual/cultural assumptions in their own attitudes. They should also be aware of racist and sexist issues, both in the school community and at large. Additionally, they should be aware of the variety of beliefs and cultural influences which form our society. Support and advice on staff development of these areas should be



constantly sought from the Local Authority and be supplemented by in service training sessions targeted at the staff as a whole, and preferably in house.

## Students

All students should be valued as individuals and as members of ethnic and cultural groups. Teachers should be aware that their expectations greatly affect the behaviour, achievement and status of students. Low expectations of students by staff or the wider society are both inaccurate and damaging. The following points should be noted.

1. Teachers must be sensitive to different naming traditions and encourage pupils sensitively to show respect for names from cultures other than their own.
2. Students should feel that their language and culture are acknowledged and valued.
3. In the event of abuse - physical attacks, racist or sexist intimidation - the following steps should be taken:
  - report to Head of Achievement
  - written record made
  - full report made to Headteacher where a full investigation will be undertaken in accordance with Local Authority guidance
4. Verbal abuse, including name-calling, reference to physical disability, racist and sexist jokes and incitement of others to collaborate in such abuse, is unacceptable behaviour. No member of staff should ignore instances of racist/sexist abuse anywhere in school. It should be fully emphasised that this will not be tolerated and that it will be reported to the Head of Achievement. Parents/carers should be informed.
5. Introduction of literature and materials of a racist or sexist nature into school should be treated very seriously. All forms of this literature and materials should be confiscated, the students referred to their Head of Achievement and a Deputy Head. Teachers and parents/carers should be informed.

This school policy is:

- incorporated into all appropriate structures of curriculum development, including selection of external syllabi and internal schemes of work
- subject to development and monitoring by all staff
- enacted by all members of the school, including the Governing Body
- focused on the development of pupils' awareness of sexism and racism by introducing appropriate teaching methods and materials and disciplinary procedures
- made clear to all pupils and their parents in the form of written guidelines on behaviour and sanctions
- co-ordinated with any initiatives of the LA on ethnicity, gender and socio-economic group
- complicit with Local Authority guidance

