



Equal Opportunities Policy

Rationale

Equality of opportunity is a fundamental aspect of the schools ethos. It is the responsibility of the Head teacher, staff and all personnel involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

Horizon School is committed to equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background and to the active support of initiatives designed to further this goal.

Aims

We aim to ensure that every pupil and staff member is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community. We aim to promote a positive self image in all children and to respect their individuality, providing for all pupils according to their needs. We will;

- ❖ ensure equality of opportunity permeates the whole curriculum and ethos of the school.
- ❖ deliver the curriculum ensuring it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion.
- ❖ ensure that the organisation for the school is sensitive to the needs of all.
- ❖ acknowledge the richness and diversity of the UAE society and help prepare children for their part in this society.
- ❖ develop a positive attitude towards equal opportunity in all staff, parents, helpers, children and anyone who participates in the life of the school.

Ethos

- ❖ To ensure that displays around the school reflect a variety of positive images.
- ❖ To ensure assemblies include opportunities to enhance understanding of our multi-cultural society e.g. National Day celebrations.
- ❖ To encourage adults from a broad spectrum of society to visit the school, particularly to demonstrate role models which are non-traditional for their sex, ethnicity or disability.
- ❖ To ensure that sanctions used within the school are the same for boys and girls and applied equally.
- ❖ To encourage and develop positive links with the local community.
- ❖ To ensure that school publications reflect the commitment to equal opportunities and are free from gender or cultural bias.
- ❖ To make all visitors feel welcome.



Staff

Horizon School values diversity amongst the staff. In all staff appointments the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with equal opportunity practice.

Identification Equal Opportunities

- ❖ Teaching staff and school helpers will observe children in classrooms and at play for unacceptable behaviour. Suitable counselling will be given at the time but repeated abuse will be recorded for discussion with the Headteacher and parents.
- ❖ Children who both need extra support and those who need extending will be supported by the Learning Enhancement Team.
- ❖ An open door policy will continue to operate at Horizon in order that parents may discuss their concerns with the Head, deputy or non-teaching co-ordinators. Equally, early advice should be given of disabilities which may affect a child's performance and/ or behaviour at school.
- ❖ Consultation with parents, GP's, health advisors, speech therapists etc. may be sought in appropriate circumstances.

Daily Procedures

- ❖ Teaching material and other forms of communication will be reviewed on a regular basis to ensure compliance with this policy.
- ❖ Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community.
- ❖ Assembly times will re-enforce good behaviour.
- ❖ Clear and constant messages will be given regarding the school's values and expectations (see Behaviour Policy).

Whole school practice

- ❖ All children should have work displayed at some time during each term (see Display Policy).
- ❖ Children with special educational needs must be given equal access to the curriculum.
- ❖ All children have equal access to extra curricular activities.
- ❖ Staff will have an awareness of the demands of the individual and endeavor to give equal attention and speak in the same manner to all children. They will avoid bias when praising or disciplining.
- ❖ All children will have the opportunity to help with jobs throughout the school.
- ❖ Children will be involved in formulating class rules in each academic year.
- ❖ Parents have an equal opportunity to view the type of teaching/ work undertaken in support of the curriculum. This will encourage an independent perspective of the way in which the 'wider community' portrays the curriculum and its coverage.



Classroom practice and lesson delivery

- ❖ To ensure equal access to resources, equipment or toys.
- ❖ To take steps to build the skills and confidence of children in areas where they may traditionally lack confidence e.g. dance/ sewing for boys and football/ construction for girls.
- ❖ To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work.
- ❖ To divide teacher time evenly between boys and girls.
- ❖ To create an environment in which co-operation is central and in which children will work in a range of groupings (single or mixed sex, same or mixed ability etc) comfortably and with purpose.
- ❖ To teach children the skills to resolve conflicts and become assertive.

Curriculum/ Planning

- ❖ To review the taught curriculum and actively seek opportunities to address issues of equal opportunities.
- ❖ To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language e.g. only presenting images of Africa or India as poor and deprived.
- ❖ To draw on examples from many cultural traditions and recognise the UAE as having a diverse cultural background.
- ❖ To help children explore the idea of 'stereotyping in order that they can make more informed choices in relation to their identity e.g. gender, ethnic or cultural background, disability.

Role of Head, Deputy and non-teaching co-ordinators

- ❖ To review all policies to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which equal opportunities applies.
- ❖ To monitor academic achievement by analysing results e.g. SAT's by sex.

Assessment

- ❖ To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations.

Resources

- ❖ To prepare and select resources which are free from cultural or gender bias wherever possible.

In-Service Training and Professional Development

- ❖ Ensure all staff are aware of the equal opportunities policy and refer to it regularly to monitor own practice.

This Policy was agreed by staff in March 2006.
It was reviewed in June 2008 by Head, Deputy and non-teaching coordinators
and should be reviewed again in June 2009.