



GLASTONBURY THORN SCHOOL

'Every day getting better in every way'

EQUAL OPPORTUNITIES POLICY

Origin	GTS
Committee	Quality of Education
Date policy approved	January 2019
Date policy reviewed	February 2026
Date for next review	September 2026

Revision History			
Version	Date	Author	Summary of Changes
1	March 2022	J Cursley	No changes
2	October 2022	J Cursley	Re-modelled
3	September 2023	J Cursley	No Changes
4	November 2024	J Cursley	No Changes
5	February 2026	J Cursley	No Changes

This policy should be read in conjunction with:

- Child Protection Policy

STATEMENT OF INTENT

Glastonbury Thorn School aims to provide high quality education that is effective, efficient and fair. Fundamental to this aim is a belief in equality of opportunity for all children and staff working within the school. We believe that there should be no discrimination on the grounds of race, sex or disability. Our school operates on the principle that there is only one race: the human race.

The provision of equality of opportunity within our school is a shared responsibility. Everyone working in, or in partnership with Glastonbury Thorn School, must be aware of its importance, expected to work towards this goal and consider how they will contribute.

This policy forms a basis for reviewing and monitoring the school's policies and practices to ensure that we are providing an education with a clear commitment to equal opportunity for all children and staff in our school.

Principles

1. Discrimination on the basis of colour, culture, origin or sex is unacceptable in our school. We aim to have a policy of inclusion for all children.
2. Every child and member of staff will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation for each other as individuals.
3. The primary objective of this school will therefore be to educate, develop and prepare all our children, whatever their sex, culture, beliefs or origin, for life.
4. An equal opportunities philosophy will be practised by all staff.
5. The school acknowledges the diversity of our society and recognises that it would be failing the children if it did not prepare them for their integral part in society.
6. The school is committed to emphasising the common elements and values of our multiple cultures rather than highlighting conflicting areas.

AIMS

1. To equip children with awareness of our increasingly diverse society and of presenting the world as it is and as society would like it to be. On such foundations, children will develop their own attitudes to a pluralistic society.
2. To raise the awareness of Governors, staff, parents and children of the kind of attitudes and interactions that discriminate on the grounds of race, colour, culture or gender.

3. Convey the message by good example, that all people whatever their gender or racial origin, are of equal worth.
4. Encourage all children attending our school to explore fully the educational opportunities the school provides without the constraints of traditional sex stereotyping.
5. To identify and eliminate practices that causes children irrespective of gender or race to be disadvantaged or treated unequally.

PRACTICE

1. The school follows the admission policy for Milton Keynes schools that does not permit sex, race, colour or disability to be used as criteria for admission.

2. Registration

Pupil's names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

3. Discrimination

All forms of discrimination by any person within the school are to be treated seriously. The Headteacher should always be informed of any such incidents. A careful note must be kept of such incidents, whether they take place in the playground, corridors or teaching areas. The Headteacher is the named person responsible for dealing with racial harassment or any racist incidents within the school. The school follows the guidelines for Milton Keynes Council on "Racist Incidents in Schools". Please find in appendix 1 a photocopy of the Milton Keynes suggested categories and consequent actions which staff should follow in the event of a racial incident taking place. Any incident of racial harassment or any racist incident will be recorded by the Headteacher on the racist incident report form which is appendix 3 in the guidelines.

In line with the guidance, the school will return the "monitoring of racist incidents (termly report) to the LA to ensure that the council are fully aware of any incidents. It should always be made clear to offending individuals that such behaviour is unacceptable.

Children

If there are repeated incidents, then the Headteacher or designated senior member of the staff in the Headteacher's absence, should be informed and consideration given to involving the parents.

Racist symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti will be immediately removed.

STAFF

The school values diversity amongst the staff.

In all staff appointments, the best candidate will be appointed based on strict professional criteria.

All staff should be aware of possible cultural assumptions and bias within their own attitudes.

In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes that have caused and may continue to sustain racism. Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the Racial Equality Team at the Milton Keynes Council.

THE CURRICULUM

All children must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each child. The curriculum must be balanced, objective and sensitive and must not highlight sexual or cultural diversity.

LANGUAGE

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use.

Pupils and staff must feel that their language or dialect is valued. They should therefore be allowed to use their home language in school but should never use it to exclude others.

RESOURCES

The school's aim is to provide for all pupils according to their needs, irrespective of the sex, social or ethnic origins.

Whenever possible, staff must ensure that the resources used in all curriculum areas are non sexist and contain positive images of all groups.

Staff should be aware of stereotypes regarding people from different countries and report any resources to the Headteacher which fail to promote a positive image so that they can be removed.

Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

EQUALITY OF OPPORTUNITY (GENDER)

In our learning environment, we can do much to change traditional assumptions about what educational experiences are suitable for girls and boys, men and women. Children, from their earliest years in our school, need to be encouraged to acquire a full range of skills to ensure that they are not restricted in their choice at later stages in their education, or their career path.

The following practical steps should be considered by all staff with regard to gender:

- All children, no matter what group they represent (including LGBT+) will be disadvantaged at GTS and will receive the same provision and opportunities as everyone else.
- ensure that we do not use language in sexist ways to indicate that we have different expectations of boys and girls, or that certain patterns of behaviour are appropriate or inappropriate on the grounds of gender.
- organise activities so that children are not unnecessarily divided into gender groups so that girls and boys have equal access to spaces and resources.
- praise and reward children or sanction them in ways that do not discriminate between children on the grounds of gender.
- ensure that extra curricular activities are open to children of both sexes.
- evaluate all areas of the curriculum to ensure that the principle of gender equality is present
- review all teaching materials and books available to children for gender bias and stereotypical images.
- ensure that both men and women are invited to school to talk about their jobs; thus avoiding some of the traditional expectations that for example, only men become doctors, only women become nurses.
- monitor all school written communications including letters to parents, notices, displays for sexist language or gender bias.

EQUALITY OF OPPORTUNITY (RACIAL)

In establishing equality of opportunity to the curriculum and life of our school, there is recognition that racism will always have a negative effect on children's learning, achievement and attitude towards others. If our curriculum ignores such issues, it will disadvantage all children; white because of the impediment caused by their unchallenged assumptions and attitudes they hold about black and other minority groups; and children from black and other minority groups because their progress will be impeded by inequalities in their access to the curriculum provision. Also, all children will be denied the enrichment brought into the curriculum by the multi cultural dimensions.

No racial incident or harassment will be tolerated.

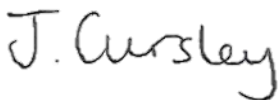
All reports of racial incidents of harassment will be treated seriously and consistently by all staff and must be recorded and the response made at the time of the report.

Not only must the incident be recorded, but also the action taken. In any incident involving racism, staff should be aware of the need to support and counsel the victim, to deal with the perpetrator and involve parents.

All staff in our school share the responsibility on a daily basis for ensuring that our policy and practices are carried out.

Our policy on equal opportunities will be reviewed in line with the school's self evaluation framework once every two years, with the main points being covered annually in September.

Dated: February 2026

Signed: 

Role: Headteacher