



Supporting Equal Opportunities and Diversity Guidance for Schools and Services

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1.0 Introduction

All learners have an equal right to develop and achieve their potential. Equality of opportunity underpins the Bailiwick of Guernsey curriculum and the work of Schools, Colleges and Services. Learners should be treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

The Bailiwick's Big Picture Curriculum includes cross - curricular dimensions such as equal opportunities for learners regardless of gender identity, multicultural education and special educational needs. Wherever possible the curriculum will develop children's knowledge and understanding of different beliefs, cultures and needs.

Schools, Colleges and Services should provide an atmosphere of trust and respect among learners as well as between staff and students. Opportunities should be provided through PSHCE education programmes to learn about and discuss how we treat each other and, more importantly, how we learn to respect one another and ourselves as citizens of the world. This also fosters an understanding of the diversity of cultures and needs that exist in school and in the wider community.

2.0 Definition

Equal opportunities for all

'An entitlement to learning must be an entitlement for all learners'.

To treat everyone equally and fairly regardless of:

- Age
- Disability
- Gender
- Gender Identity
- Race and Nationality
- Religion or belief
- Pregnancy
- Marriage & Civil partnership
- Sexual Orientation

3.0 Rights and responsibilities

Learners

It is the right of every learner irrespective of age, race or nationality, religion or belief, disability, class, gender, sexual orientation, gender identity, special needs or ability to achieve their full potential. Each learner should have access to an education, which will enable them to utilise their talents to the full and achieve their potential. We must develop learners to become

sensitive to, and aware of, ways in which equality of opportunity is denied and how this might affect them in society.

Staff

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all young people. They will endeavour to establish an atmosphere within school which effectively reduces prejudice and raises self-esteem, so that all learners can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their background, gender or ability.

Staff should act as role models and must recognise and challenge discrimination as and when it occurs.

Staff must also adhere to the States of Guernsey policy on [Equal Opportunities and Diversity](#).

4.0 Aims

Every School, College and Service should aim to ensure that:

- Every individual achieves their full potential and has equal opportunities
- Every learner is given access to the best possible level of achievement appropriate to their age and ability through appropriately differentiated work
- Staff, parents/carers and learners are informed and educated, and reminded of the issues to ensure a continuity of approach throughout the school
- Prejudice is recognised and challenged to build positive attitudes to difference
- Understanding and mutual respect of all learners, regardless of differences, is promoted
- Contributions from various cultures are included and acknowledged in the planning and teaching of the full range of Curriculum subjects, resources and school displays
- An awareness of the unfairness and injustice of stereotyping is raised
- Any form of bullying including verbal, physical, psychological, digital, homophobic, biphobic, transphobic, ageist or ableist bullying by any group or individuals is challenged and addressed
- High levels of acceptable group and individual behaviour are promoted by ensuring that all the school community is informed of school expectations and procedures
- There is a commitment to minimising all school exclusions by implementing agreed strategies and procedures ensuring that each child is given the opportunity to achieve and succeed
- Absences, racist, sexist, ableist and HBT (Homophobic, biphobic, transphobic) incidents and bullying are recorded and monitored

Examples of strategies to carry out these aims are:

- Giving learners time to talk in class discussions to give everyone the opportunity to voice an opinion and discuss how they are feeling
- Encouraging the sharing of experiences - encompassing all equality issues- and building opportunities for this into teaching, homework, and classwork
- Reviewing/updating resources and displays so that positive equality messages are presented to the students
- Ensuring break-times have appropriate and proportionate supervision to identify loners, the assertive group and negative physical contact
- Involving students in rule making in the classroom and at a whole-school level through the school council
- Using assembly time and themes to reinforce equal opportunity issues
- Ensuring that all students will have equal access to all resources. Some will need encouragement / direction in the use of resources
- Giving students a voice, both in the implementation of curriculum and teaching, and through the school council. For example, in a class discussion, some students may be more able to express an opinion in writing; they should be given the opportunity to do this
- Sharing in various religious celebrations throughout the year

5.0 Other areas to consider

5.1 Curriculum

All learners have equal access to all aspects of the curriculum and school life. Schools and Colleges need to monitor their practices to achieve this. Learners should be given the opportunity:

- To make choices without rejecting any as being inappropriate, e.g. Sport, roles in Drama, Prefect jobs
- To have equal educational and careers-related experiences so that they can make appropriate choices from a base of common skills and knowledge
- To access a curriculum which has been reviewed and updated on a regular basis in order to usualise people with the protected characteristics detailed below¹
 - Age
 - Disability
 - Gender
 - Gender identity
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race

¹ Protected Characteristics taken from the UK Equality Act 2010

- Religion and belief
- Sexual orientation

5.2 Resources

- Books, images, presentations, worksheets, equipment and other resources will be checked to see that they are non-stereotyping
- Learners should be encouraged to learn to identify and question stereotypes if they are found in existing material. They will learn to be critically analytical of what they read in school and elsewhere
- Resources such as computers, technology equipment and playground space will be allocated fairly

5.3 Hidden curriculum

- Displays will show positive role models from all backgrounds covering the Protected Characteristics
- Teachers will include opportunities to discuss and counter prejudices and hidden beliefs within their classes
- Learners' individual characteristics and feelings will be respected and valued

6.0 Staff training

Active participation of all school personnel is necessary for a success. Staff meetings should take place as a means of monitoring / evaluating the impact of school procedures and strategies on supporting equality and diversity. Also 'raising awareness sessions' should be planned.

All staff have responsibility for promoting equal opportunities and diversity.

7.0 Success criteria

Equal Opportunity will be recognised or highlighted in the following areas:

- Assessment results
- Break-time/classroom interaction
- Displays in school
- Perceptions of Parents/carers and the wider school community
- Teaching styles
- Use of resources
- Teacher assessment