

## SHERRARDSWOOD SCHOOL

### POLICY ON EQUAL OPPORTUNITIES

(see also Disability Discrimination; English as an Additional Language (EAL); Gifted and Talented Children; Racial Equality; Special Educational Needs. This policy applies to our EYFS pupils)

#### **1**

- 1.1 Our school's statement of Core Values talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.
- 1.2 This policy accords with legislation:
- Race Relations (Amendment) Act 2000;
  - Disability Discrimination (Amendment) Act 2002;
  - Sex Discrimination Act 1975;
  - Age Discrimination Act 2006.

#### **2 Guiding Principles**

- 2.1 We do not discriminate against anyone, be they staff, pupil, parent or governor, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- 2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- 2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- 2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- 2.6 We challenge personal prejudice and stereotypical views whenever they occur.
- 2.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- 2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

#### **3 Racial equality (see Policy)**

- 3.1 In our school, we will:
- strive to eliminate all forms of racism and racial discrimination;
  - promote equality of opportunity;
  - promote good relations between people of different racial and ethnic groups.

- 3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour and Discipline).
- 3.3 We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

#### **4 Disability non-discrimination and the curriculum**

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls;
- pupils learning English as an additional language;
- pupils from minority ethnic groups;
- pupils who are gifted and talented;
- pupils with special educational needs;
- pupils who are looked after by the local authority;
- pupils who are vulnerable.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

- 4.1 Some children in our school have disabilities, some have learning difficulties. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
- 4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning.

- 4.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

## **5 Gender equality**

- 5.1 We recognise that, nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school and staff, under the guidance of their respective line manager, are asked to consider gender issues as part of their work,

## **6 The role of governors**

- 6.1 In this policy statement, the Governing Body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.
- 6.2 The Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.
- 6.3 The governors welcome all applications to join the school, whatever background or disability a child may have.
- 6.4 The Governing Body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

## **7 The role of the headmistress**

- 7.1 It is the headmistress's role to implement the school's policy on equal opportunities, and s/he is supported by the Governing Body in so doing.
- 7.2 It is the headmistress's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 7.3 The headmistress ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.
- 7.4 The headmistress promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 7.5 The headmistress promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.
- 7.6 The headmistress views all incidents of unfair treatment, and any racist incidents, with due concern.

## **8 The role of the class teacher**

- 8.1 Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- 8.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

- 8.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.
- 8.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents, and draw them to the attention of the headmistress.

## **9 Monitoring and review**

- 9.1 It is the responsibility of our Governing Body to monitor the effectiveness of this policy. The governors will therefore:
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
  - require the headmistress to report to governors annually on the effectiveness of this policy;
  - take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;