



Equal Opportunities Policy

Updated 01 April 2022

Equal Opportunities Policy Statement

We understand “equal opportunities” to describe an environment in which no child or adult is prevented from taking a full part in the life of the school as a result of:

- age
- disability
- gender reassignment
- race (including ethnic or national origins, colour or nationality)
- religion or belief (including lack of belief)
- sex
- sexual orientation

At our school, we benefit from the diversity of experience that our pupils bring. We welcome differences and celebrate culture, respecting the needs of the individual, the group and the school community as a whole. We seek to share the different cultures represented here to inform and enrich.

We recognise the importance of allowing all our pupils and their families equal access, as far as possible, to the facilities and activities we have to offer. High standards are possible for all and we seek to ensure that our expectations are challenging everyone, whatever their level of intellectual or physical ability, gender, race or religion. We try to extend this welcome to our staff, parents and guardians, pupils and the community.

Our pupils and families may have unequal starting points and may need special attention and provision in order to work with others on a more equal basis. We seek to provide these opportunities and raise awareness within the community of the needs that they have.

It is important that we encourage the active involvement of our pupils and help them to understand their rights as well as the need to respect the rights of others. We actively engage with our community to ensure that prejudice, discrimination and stereotyping are challenged and to provide a harmonious working environment in which everyone feels valued.



The Aims of the Policy

We aim to:

- achieve the highest standards of teaching and learning for everyone, irrespective of ethnicity, religious belief, age, gender, ability and disability or social background
- encourage respect for and understanding of the beliefs, doctrines and personal circumstances of individuals
- involve, as far as possible, representatives from diverse groups within our catchment in school life
- consider, when defining school policy and procedure, the implications for different groups within our catchment
- work with other schools in order to share strengths and seek ideas for improvement
- seek to promote the welfare in school of individuals who have specific physical, emotional, learning and religious needs
- deal swiftly, effectively and firmly with comments and incidents that are detrimental to the well-being of others.

Procedure

Responsibilities

It is expected that all staff, pupils and adults will pay due regard to the feelings of others and their needs and will implement this policy to the best of their ability. A spirit of fairness and openness will be encouraged and negative stereotyping is prohibited.

Teachers

Teachers are responsible for:

- ensuring the implementation of this policy to the best of their ability within the classroom and in their own dealings with staff, pupils and the school community
- contributing to discussions about equal opportunity issues
- monitoring their own procedures and routines to ensure that pupils are treated equitably referring incidents and concerns, where appropriate, to the Head.
- setting an example to pupils in terms of their treatment of one another and by displaying tolerance and understanding towards the beliefs and cultures of others
- ensuring that policies and procedures are implemented
- being vigilant for incidents of racism, sexism and prejudice and acting upon them
- encouraging pupils to try new activities that challenge stereotypical roles and prejudices.

Pupil Attainment and Progress



All groups of pupils in the school are carefully monitored to ensure that they make the progress expected.

Daily and weekly progress meetings with class teachers enable staff to identify any pupils who are falling behind and need additional support. In some cases, this will be individual support; in others, it will be an intervention programme.

All pupils are expected to work towards their potential — whatever level that may be. Classroom organisation and planning must have regard to every pupil's individual needs.

We complete individual assessments of English as an Additional Language (EAL). Provision for pupils with English as an additional language is separate from that provided for pupils with special educational needs and disabilities (SEND).

Supporting pupils with language needs is a priority, including the use of British Sign Language, thus allowing the teachers to expand their support for pupils with different levels of English.

Constructing and Delivering the Curriculum

Curriculum Planning

Curriculum planning aims to provide a stimulating, relevant and exciting curriculum that will motivate and enthuse our students. Pupils are encouraged to gain confidence in non-stereotyping curriculum areas and mixed gender groups are part of the school's normal working practice. Planning takes account of the need for differentiation to provide full access for pupils with a range of varying needs. The teachers and SENDCO check planning to ensure that provision and resources are appropriate.

We include in our plans:

- opportunities for pupils to explore the local environment outside the school and work with the local community
- topics and projects that look at different groups, religions and cultures as they are present in the UK
- an international dimension where we study other countries and also apply an international perspective to other topics
- opportunities for pupils to exchange views and recognise the different perspectives that other groups might have.

Classroom Management

Each classroom is made equally welcoming to boys and girls with flexible seating arrangements and a variety of resources made accessible to support pupils in their learning.

A well-established behaviour policy supports teachers in the maintenance of an environment conducive to learning.



Resources

Resources are prepared and selected that are free from gender or cultural bias, where possible. Regular audits of resources help ensure appropriateness and relevance. Where bias is identified, attention will be drawn to this and may be used as a teaching point to provoke discussion.

Developing Our Ethos

School ethos is set by the quality of relationships within a school and the sense of vision that the school has as a whole. Our aim statement is:

- To produce children who are confident, compassionate, happy, calm, purposeful, free and independent; who are excited about life, have ideas and are able to communicate them
- To awaken children's interest in all subjects and to encourage in them a love of learning
- To give children an understanding of the world and respect for all they find in it

Our Values

Engender confidence, compassion, happiness, calmness, purpose, freedom and independence, excitement about life, kindness, and the ability to communicate.

Encourage friendship and consideration

Awaken children's interests in all subjects and encourage in them a love of learning, giving them an understanding of the world and respect for all they find in it

Support parents by helping them understand the developmental stages of their child, working together through identifying and implementing behaviour strategies

All adults and pupils within the school contribute to our ethos

Listening to Our Pupils

We place priorities on ensuring that pupils have the opportunity to express their views regularly and that actions are taken that reflect how they feel. This means including consultation and evaluation as part of every lesson and in all aspects of school life.

Involving Parents and the Local Community

We seek to involve as many parents and members of the local community in our school as possible. We encourage active involvement through:

- written communications, such as newsletters, termly plans for parents and guides to the curriculum
- parents and open evenings
- open door policy and pick-up and drop-off



- fundraising and social events
- attendance at and participation in concerts and other school events (e.g. birthday walk)
- parenting courses
- stay and play
- wow moments

Some of our teaching staff are bilingual and are happy to translate languages where necessary, to help parents access and share information.

Sharing Our Experiences

Our school is fortunate to have a richness of culture and a diversity of ethnic origin that enables pupils to learn first hand what it means to have different religious beliefs.

Opportunities are taken within school to share these experiences through:

- the celebration of religious festivals
- projects reflecting differing cultures and geographical areas
- displays around the school that reflect a range of positive images.

Awareness of some of the difficulties relating to stereotyping and discrimination is important. Opportunities should be taken to discuss these through the curriculum as well as on a pastoral basis as the need arises.

Admissions

The school operates a first-come, first-served policy regardless of gender, culture, religion, or race

Dealing with Issues

We take pride in the way in which our pupils work together irrespective of differences of religion, ability and social background. However, on any occasion where racism, sexism or bullying occur, we tackle them by:

- maintaining an overall school ethos of respect and tolerance for one another
- insisting upon high expectations in relation to pupil conduct towards one another
- providing a range of opportunities for pupils of different ages to work together
- setting a good example ourselves as positive role models
- recording and addressing all incidents that are reported
- applying our behaviour policy and appropriate sanctions where rules are broken
- being alert to signs of racial harassment and bullying
- developing an ethos where concerns can be raised and discussed
- maintaining awareness of issues relating to harassment and bullying.

A copy of this policy is stored on our website