

EQUAL OPPORTUNITIES (PUPILS) POLICY

Our school's mission statement 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.

Aims and objectives

We do not discriminate against anyone, be they staff or child, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins.

We promote the principles 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.

We ensure that all children have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever they occur.

We value each pupil's worth, we celebrate the individuality and cultural diversity of our community, and we show respect for all minority groups.

We are aware that prejudice and stereotyping are caused by poor self-image and 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.

Racial equality

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.

It is the right of all children 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 act immediately to prevent any repetition of the incident, in accordance with school procedures.

We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

Disability non-discrimination

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning.

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.

Gender equality

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.

We have put in place a number of measures to raise the achievement of the boys. These include:

- dealing with negative aspects of boys' behaviour, including bullying and name-calling;
- removing gender bias from our resources;
- making sure that our displays reflect boys and men as effective learners and achievers;
- encouraging boys to read fiction.

To make our teaching more accessible to boys, we:

- begin a lesson by stating the learning outcomes, and giving the 'big picture';
- employ a variety of activities, and include a kinaesthetic element;
- deliver work in bite-sized chunks, with 'brain breaks' and new starts;
- provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

The role of the Principal

The Headteacher has set out his commitment to equal opportunities in this policy statement, and he will continue to do all he can to ensure that all members of the school community are treated fairly and with equality.

The Headteacher collects, analyses and evaluates a range of school data to check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

The Headteacher seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The Proprietor takes all reasonable steps to ensure that the school environment gives access to people with disabilities.

The Headteacher will, in his annual report, make reference to arrangements for disabled children.

The Headteacher welcomes all applications to join the school, whatever background or disability a child may have.

The Headteacher 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.

It is the Headteacher's role to implement the school's equal opportunities and anti-racist policy.

It is the Headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The Headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

The Headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

The role of the class teacher

Class teachers recognise their own prejudices, but ensure that all children are treated fairly, equally and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

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. So, for example, history topics in our school include examples of the significant contribution's women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school logbook, and draw them to the attention of the Headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Teachers are responsible for ensuring that:

- teaching styles, methods, language, questioning and classroom management includes and engages all students;
- suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds;
- stereotypes and what are thought to be stereotypical activities are effectively challenged;
- teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
- they are aware of possible cultural assumptions and bias within their own attitudes.

Monitoring and review

It is the responsibility of the Headteacher to monitor the effectiveness of this policy. This is achieved by:

- monitoring the progress of children of minority groups and comparing it to the progress made by other children in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- taking into serious consideration any complaints regarding equal opportunity issued from parents, carers, staff or children;
- monitoring the school behaviour and exclusions policy, so those children from minority groups are not unfairly treated.

This policy will be reviewed by the head teacher every two years, or earlier if it is considered necessary.

This policy is the responsibility of Israel Amponsah

Role – Head Teacher

Signed



Date Review Completed: 10th August 2020

Date of next Review: 10th August 2022