



## **EQUAL OPPORTUNITIES POLICY**

(see also Accessibility Plan; Disability Policy; SEND Policy;  
Gifted and Talented Children and Pupils Policy)

This policy applies to all pupils in the school including those in the EYFS.

### **1. Introduction**

- 1.1 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, sexual orientation or background.

This policy accords with legislation:

The Equality Act 2010;

Children's and Families Act 2014;

The SEN & Disability Act 2001 (SENDA);

Special Educational Needs & Disability code of Practice: 0-2.5 years 2016 (SEND Code 2015);

The Statutory Framework for EYFS (2014);

### **2. Aims and objectives**

- 2.1 We aim to ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, age, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.
- 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 provide all pupils with access to the full range of educational opportunities provided by the school.
- 2.4 We constantly strive to remove any forms of direct and 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 teach pupils about being part of a diverse and multi-ethnic society.

### **3. Working with Parents**

- 3.1 We work in partnership with parents and other agencies such as Speech and Language Service, Physiotherapists, Area SENDCo, etc to support children's individual learning. Parents' views are always sought when staff plan appropriate action and support. Parents are invited to at least two consultation evenings each year to discuss their child's progress and next steps.

### **4. Racial Equality**

- 4.1 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, cultural and ethnic groups.
- 4.2 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 policy for Behaviour and Discipline).
- 4.3 We endeavour to make our school welcoming to all minority groups including those for whom English is not their home language. We promote an understanding of diverse cultures through the topics studied by the children.
- 4.4 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.

## **5. Inclusion**

- 5.1 All reasonable steps are taken to ensure that children with an identified additional need will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities.
- 5.2 Class teachers and Teaching Assistants are responsible for meeting the needs of all children and pupils in their classrooms or groups. They may modify teaching and learning as appropriate in order to meet the individual needs of children and pupils with disabilities and difficulties.
- 5.3 The IENCo is responsible for coordinating the day-to-day provision for children and pupils with additional needs and for supporting staff in planning this provision.
- 5.4 Pupil Plans identify targets in specific areas of learning for those children and pupils who require additional support, in line with the school's Special Educational Needs and or Disabilities Policy. The targets are discussed and explained to the child and his/her parents/carers by the SpLD teacher, the class teacher or SENDco as appropriate. Progress is monitored and reviewed every term. The SENDco is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. (For further information see SEND policy.)
- 5.5 External staff are used to assist and support the children and parents are billed accordingly.

## **6. Gender Equality**

- 6.1 We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.
- 6.2 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.
- 6.3 Our aim is not only to encourage all pupils to oppose discrimination, but also to make sure they have the skills to challenge stereotyping as and when it occurs. This is actively developed through PHSE and Circle Time sessions.

## **7. The role of the Headteacher**

- 7.1 It is the Headteacher's role to implement the school's policy on equal opportunities, and she is supported by the Leadership Team:
- 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.
  - to ensure that this policy is applied during the staff appointment process, so that no

one is discriminated against.

- to promote the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- to promote respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme.
- views all incidents of unfair treatment, and any racist incidents, with due concern.

## **8. The role of the Class Teacher**

- 8.1 Class teachers actively strive 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, staff 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. (Refer to Behaviour and Discipline Policy).

## **9. Equal Opportunities**

- 9.1 At Oakwood School we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

## **10. Monitoring and review**

- 10.1 It is the responsibility of our governing body and Leadership Team to monitor the effectiveness of this policy. Therefore we:
- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
  - monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
  - take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
  - monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

Reviewed: September 2015	By:	Nicole Stephens
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Reviewed: January 2018	By:	Charlotte Mason IENCo
Signed: 	By:	Clare Bradbury Headteacher
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