

Oliver House School Equal Opportunities Policy

(see also Racial Equality; Inclusion; Gifted and Talented; SEN; EAL)

1 Introduction

1.1 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, race, culture or religion, home language, attainment, age, learning difficulty, ability, disability, gender or family background.

1.2 This policy accords with legislation:

- Race Relations (Amendment) Act (2000);
- Disability Discrimination (Amendment) Act (2002) inc. SENDA;
- Sex Discrimination Act (1975 & 1986);
- Human Rights Act (1998).

2 Aims and objectives

2.1 We do not discriminate against anyone, be they staff or pupil or parent, 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 value diversity and differences. 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, so that the individual needs of all children will be met.

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, inappropriate attitudes and practices & stereotypical views whenever they occur.

2.7 We value each pupil's worth 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.

2.9 Pupils are encouraged to value and respect others through Character Development lessons, PSHE activities, assemblies and the celebration of multicultural events.

3 Racial equality

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).

3.3 We endeavour to make our school welcoming to all minority groups. We have multi-cultural resources available to all children throughout the school.

3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

4 Disability non-discrimination

4.1 Some children in our school may have disabilities or special educational needs. 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 & SENDA. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

4.2 The school is committed to providing an environment that allows disabled children or those with special educational needs full access to all areas of learning. An accessibility plan has been drafted to accommodate for this.

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.

5.2 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.

5.3 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.

6 The role of governors

6.1 In this policy statement the PACT 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 collects, analyses and evaluates a range of school data. We 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.

6.3 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.

6.4 The governors welcome all applications to join the school, whatever background or disability a child may have.

6.5 The governing body ensures that no child is discriminated against whilst in our school on account of their ability, background, 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 culture or 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 Head

7.1 It is the Head's role to implement the school's policy on equal opportunities, and he is supported by the Deputy Head and governing body in so doing.

7.2 It is the Head'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 Head ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.

- 7.4** The Head promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 7.5** The Head 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 Head views all incidents of unfair treatment, and any racist incidents, with due concern. Any allegations and incidences of a serious nature are recorded in a log book.

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. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography 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.
- 8.4** All our teachers and support staff challenge any incidents of prejudice or racism. We immediately draw them to the attention of the Head.

9 Monitoring and review

- 9.1** It is the responsibility of the PACT governing body to monitor the effectiveness of this policy. The governors will therefore:
- require the Head to report on the effectiveness of this policy;
 - 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, 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.
- 9.2** This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.

Signed: C Candia

Date: 23 November 2009