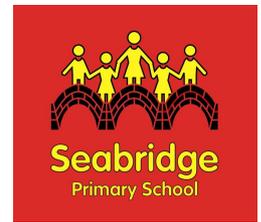


Seabridge Primary School

Equal Opportunities Policy



This policy aims to:

- Offer equal opportunities regardless of race, culture, gender orientation, academic ability, physical ability or class.
- Provide an environment free from social, sexual or cultural prejudice for all members of our school community.
- Achieve an environment in which members of the school community can be respected as individuals and in which the varied experiences of the community can enrich the life of the school.

The Whole School

Principles:

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, ethnicity, disability, gender and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Race Relations Act, Sex Discrimination Act and Disability Discrimination Act to eliminate discrimination and to promote good race relations.

Actions:

Statements of equality dimensions and opportunity will be printed in all relevant school documentation e.g school prospectus, mission statement, policies and in the staff handbook.

All governors, staff and pupils will receive training in relevant aspects of equal opportunities to ensure their ability to actively support this policy.

On acceptance to the school all parents will receive information detailing the school's Behaviour Code. This information will be available in languages other than English as appropriate to the school community.

The school will make all reasonable effort to ensure that meetings are accessible and convenient for all and take into account particular needs and requirements, e.g physical access, child care and interpreter support.

Parents and members of the local community are invited to help in the delivery of the curriculum.

The Disability and Access Policy and Plan includes information concerning the arrangements made for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; the facilities provided to assist access to the school by disabled pupils.

School in context

There are currently 234 boys and 230 girls on roll in our school.

88.58% of our pupils speak English as a first language. 78 % of our pupils are white British.

98.4% of staff and Governors are White British.

Our school is extremely accessible with wheel chair ramps and lifts available.

Currently we have 2 looked after children in our school.

Statement of Inclusion

The school recognises its need to celebrate the diversity that exists within its community and to ensure that all have the opportunity to respond to the expectations and challenges of the curriculum.

What follows are the different areas in which the school will pay particular attention to ensuring that there is Equal Opportunity for all.

Equal Opportunities - Multi-Cultural:

It is our school policy:

- To incorporate a balanced view of the world through a multi-cultural approach.
- To recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives.
- To evaluate our practice to ensure that it is not at the expense of indigenous cultures.

Equal Opportunities - Gender

It is our school policy:

- To seek to promote non-sexist attitudes in both children and staff.

- To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations.
- To work towards the eradication of sex stereotyping.

In order to work towards the eradication of such differences we will ask ourselves the following types of questions when evaluating our practice.

- 1) Are all children able to try out new roles in play and learning activities?
- 2) Are all classroom tasks shared equally between girls and boys?
- 3) Do all children get an equal chance to use equipment and resources?
- 4) Do all our displays and teaching aids present a non-sexiest attitude?
- 5) Are our responses to bad behaviour the same to both boys and girls?
- 6) Are men and women from other cultures presented to children in a non stereotypical way?
- 7) Do all children have equal access to playground space and other play facilities?

Equal Opportunities - Race:

It is our school policy:

- 1) That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race.
- 2) To challenge racism in the context of a caring school community.

In order to fulfil the above, the following types of behaviour will not be tolerated:

- 1) Provocative behaviour, i.e wearing of any racist badges or insignia.
- 2) The use of verbal abuse or name calling of a racist nature.
- 3) The encouragement of others to behave in a racist manner.
- 4) The ridiculing of an individual for cultural differences.
- 5) The telling of racist jokes or stories.
- 6) The exclusion of others because of their culture, ethnicity or race.

Equal Opportunities - Ability:

It is our school policy:

- To recognise good effort and attitudes regardless of academic achievement.
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
- To value all efforts and achievements of children in all areas of the curriculum.

Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

Equal Opportunities - Class:

It is our school policy:

- That children should not be treated in any way differently because of an assumed social class.
- That assumptions will not be made as regards class difference.

Equal Opportunities - Physical Disability:

It is our school policy that:

- Children should not be treated in any way differently to others due to their individual physical disabilities and needs.
- A provision should be made for the individual special needs of any disabled children within our school community.
- A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.

Developing best practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Use materials to promote a positive image of and attitude towards disability and people with disabilities.
- Use materials which promote a positive image of and attitude towards same sex partnerships and family groups.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the whole curriculum covers issues of equality and diversity.
- All subject leaders, where appropriate, promote and celebrate the contribution of different cultures to their subject area.

- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extended learning opportunities that involve all pupil groups.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Identify resources and training that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

All pupils are encouraged to improve on their own achievements and not to measure themselves against others.

Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school should place a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- The school must provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration will be given to the physical learning environment - both internal and external, including displays and signage

Curriculum

At Seabridge Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes and an understanding of equality and diversity.
- Pupils will have opportunities to explore social and emotional issues relating to identity and equality.
- Staff are mindful to ensure that all pupils have access to the full breadth of our curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All pupils have access to a well planned curriculum which recognises attainment and achievement and promotes high rates of progression for all.

Resources and Materials

The provision of high quality resources and materials within Seabridge Primary Schools is of the utmost priority.

Any resources purchased should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Monitoring of the policy:

We acknowledge that groups of people have often suffered disadvantage due to prejudice or ignorance. We recognise it is all too easy for the structure of institutions to result in 'inequality by default'. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

The effectiveness of the above policy and our practice will therefore be evaluated every three years. This will be done every three years by the Inclusion Manager in consultation with the Senior Management Team and the whole school community.

October 2015