

## All Saints' C of E Junior School and Emscote Infant School

### EQUAL OPPORTUNITIES POLICY

#### 1. **Rationale**

Our schools serve an area of wide social and cultural diversity. At All Saints' C of E Junior School and Emscote Infant School we believe that all individuals are of equal worth. We need a code of practice, which enables all pupils and staff to celebrate the diverse nature of our school community and beyond. We need to ensure that all individuals within the school are able to learn, teach or work in a non-threatening and supportive environment in which self-esteem is enhanced. We believe that it is essential that all staff take responsibility for these issues in all aspects of school life.

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

Our aims in having Equal Opportunities Policy are that:

- All pupils within the school will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability.
- All pupils will have access to a broad and balanced curriculum delivered in a manner appropriate to their abilities and needs.
- All pupils will receive the support they need to develop their abilities and interests.
- All unacceptable behaviour will be monitored and dealt with appropriately.
- All pupils will have access to all school activities.
- All parents will have opportunities to express their ideas, opinions, concerns and be involved in their children's learning.
- All applicants for posts in school will have equality of opportunity.

We shall achieve our aims by:

- Recognising that the early experiences of pupils differ widely due to the diversity of opportunity and cultural background.
- Identifying children's individual needs.
- Valuing and building on the experiences children bring to school or different cultural and linguistic backgrounds.
- Promoting activities of a non-stereotypical nature and ones that challenge stereotypes and prejudiced activities.
- Providing resources which promote positive images for pupils.
- Providing a differentiated curriculum in order to match work to children's experience, motivation level, understanding, speed and ability.
- Monitoring the needs of pupils and families within the school and responding to changing needs.
- Drawing up codes of conduct known and adhered to by all members of the school community.
- Implementing and reviewing our behaviour policy.
- Ensuring that no pupils are discriminated against in any area of the curriculum or in extra-curricular activities.
- Informing parents of their children's progress and encouraging all parents to become involved in school activities.

- Advertising jobs to reach the widest audience and monitoring and evaluating the response.

### **Success Criteria**

- All members of the school community will feel valued and secure and be able to challenge prejudice and discrimination if they experience it.
- There will be a friendly and caring ethos in the school.
- Differentiated curriculum will be offered to all pupils.
- Individual pupils will receive support appropriate to their needs.
- School codes will be followed and inappropriate behaviour reduced.
- All parents will feel welcome in the school.

## **3. Strategies for promoting equal opportunities**

### ***Curriculum organisation***

Opportunities are identified in each curriculum area or topic. Further work takes place during circle time, role-play, PSHE & C and as incidental issues arise in the classroom or on the playground.

Children work in a variety of groupings as highlighted in the Teaching & Learning Policy. We offer activities of a non-stereotypical nature, allocate class responsibilities to children fairly and use resources to promote positive images. Children have the opportunity to share cultural and other experiences in the classroom and at assemblies.

### ***Classroom support***

Support is provided by the EMAG TA, Teaching Assistants, SENCo and other outside agencies in consultation with class teachers.

### ***Resources***

All resources are evaluated in terms of equal opportunities by class teachers and curriculum co-ordinators. Resources are chosen, where appropriate to reflect the make-up of the school community. We ensure that children have equal access to resources.

### ***Special Needs***

There is an agreed system of identifying, registering, recording and monitoring the special needs of pupils; support strategies are developed when needed.

### ***Differentiation***

We have high expectations of all pupils. Children's differing abilities, interests, talents and levels of motivation are catered for in planning.

### ***Behaviour***

Our behaviour policy contains clear statements about the unacceptability of name-calling, bullying, physical and verbal abuse. Behaviour is carefully monitored and strategies are in place to deal with unwanted incidents and promote acceptable behaviour.

### ***Parental Involvement***

All parents have a right to be involved in school life, through the Friends of All Saints' C of E Junior School and Emscote Infant School, Parent Governance and provision of help and expertise within the school, having their opinions considered. We welcome parents into school to help with a variety of activities.

Staff are sensitive to home background expectations and attitudes.

Formal and informal opportunities are available for parents to be kept informed about their children's education. These include curriculum evenings, Open Day, annual reports and Parents' Evenings.

Parents are involved promptly when serious incidents occur which relate to equal opportunities. Parents are involved in Individual Education Programmes. All parents receive a copy of the School Prospectus and all policies are available.

### ***Community***

Visiting speakers, authors, performers etc. are chosen to reflect the cultural make-up of the schools and the wider community and to portray positive gender role models.

### ***Pupil Involvement***

In addition to daily interaction pupils have the opportunity to communicate with staff individually and in a larger group to discuss personal and wider issues. Each class draws up its own code of conduct in which equal opportunities issues are included. These are displayed and referred to.

### ***Feedback to Pupils***

Staff and pupils recognise and publicly acknowledge the achievements of others and themselves in ways that foster equal opportunities including class awards and achievement assemblies. Children receive positive individual feedback from staff, both informally and through the use of a consistent marking policy.

We value the work of all pupils and select work to discuss and display regardless of children's ability.

### ***Planning***

Equal opportunities issues relevant to a curriculum area or topic are discussed at year group planning meetings.

### ***Monitoring and Evaluation***

The needs and previous experiences of children are identified through observation and discussion with parents and teachers. Class teachers observe children at play and in the classroom and note any concerns. Staff consult the SENCo, Executive Headteacher or Associate Headteacher. If further help is needed, outside agencies may be consulted.

Behaviour is monitored within the classroom and in the playground. Staff record incidents of unacceptable behaviour and these are dealt with by the appropriate staff. Racist incidents are recorded by the Executive Headteacher as specified in the Race Equality Policy.

### ***Staff Training***

All staff have a responsibility for Equal Opportunity issues with guidance and support from the Executive Headteacher. All staff are aware of the Behaviour Policy and

guidelines for reporting of racist incidents. Policies and procedures are reviewed regularly.

### ***Employment***

The school bases its employment practices on the concept of equality of opportunity. No job applicant shall receive less favourable treatment because of his or her sex, colour, nationality, age, ethnic origin or disability. The Governors will apply National/Local Conditions of Service as appropriate.

*Debi Cossins October 2013*

*Reviewed October 2015*