

Equal Opportunities Policy/Inclusion

School Policies

Phil Marshall



2017



Equal Opportunities Policy / Inclusion

Aims and objectives

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our school.

We ensure that all pupils 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. We aim to be an inclusive school.

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

We will always challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Anti-racism

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 act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to everyone, including all minority groups. 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. We also invite representatives/visitors with different cultural backgrounds into school to work with the children and increase their understanding.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs.

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.

The role of governors

The governing body has confirmed its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

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 gives access to people with disabilities.

The governing body will, in its annual report, make reference to arrangements for disabled pupils. The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race.

Headteacher

It is the headteacher's role to implement the school's equal opportunities and anti-racist policy and he is supported by the governing body.

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.

Teaching Staff

Teaching staff ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child and endeavour to be a fully inclusive school.

When selecting classroom material, teaching staff pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teaching staff strive to provide material that gives positive

images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions 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 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.

Monitoring and review

It is the responsibility of the Headteacher/ governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parent/guardians, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.
- Any staff new to the school are made aware of this policy and are required to follow the guidelines at all times.

INCLUSION

We are committed to valuing the individuality of all of our children and giving them every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

We take account of our duties under the equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

Aims and objectives

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve as much as they can?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?

Teaching and learning styles

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children and their preferred learning style.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed, by planning work that is in line with that child's individual needs and formulating an appropriate Individual Education Plan

Where the attainment of a child significantly exceeds the expected level of attainment, teachers can use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teaching staff ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;

- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Children with disabilities

Some children in our school may have disabilities and consequently need to access additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. Our classroom entrances are wide enough for wheelchair access and some designated points of entry for our school also allow wheelchair access. We have an Accessibility Plan that addresses those areas where better access is required.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning

needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parent/guardians and the Local Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning. We aim to create opportunities for learning that are inclusive for all children.