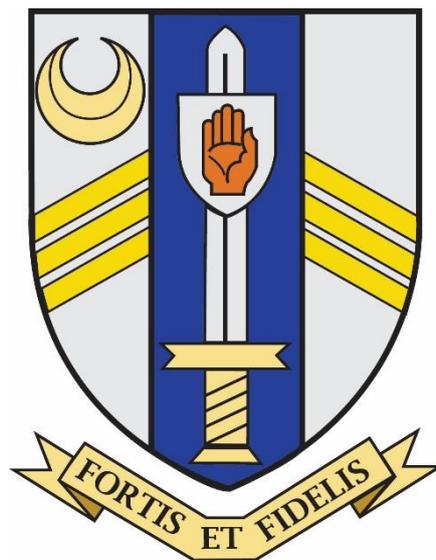


Sir John Nelthorpe School



Equal Opportunities Policy

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Consultations/Training	SLT, Governors

Equal Opportunities Policy

Purpose

The purpose of this policy is to encourage positive attitudes to gender, cultural diversity and special needs of any kind by countering stereotypes and prejudice and helping pupils to accept and understand social diversity. In addition it is to encourage the empowerment of individuals to make the greatest possible progress, irrespective of their gender, race, social background, disability, religion or sexuality, in all aspects of the curriculum, including academic, social and sporting opportunities.

The school will engender a positive, calm and respectful teaching and learning environment, which will prepare pupils for life in a multicultural, multi-racial and pluralist society.

Related Legislation

Equality Act 2010

Special Educational Needs and Disability Code of Practice 2014

Implementation

All interactions within the school and between the school and other agencies must be seen to be non-discriminatory.

Written communications

The language of written communications should be non-gender specific.

Teaching Materials

Teaching materials should not be stereotyped or discriminatory. New materials should contain positive role models. Teachers should strive to provide material that gives positive images of ethnic minorities and that challenges images of minority groups and those with physical disabilities/impairments.

Staff will ensure resources reflect the school's commitment to equality of opportunity.

Teacher Expectations

Teachers irrespective of his or her ethnic or cultural allegiance should have equally high expectations of their pupils regardless of gender, ethnic or social background.

Teachers should acknowledge cultural diversity and be aware of the factors which may promote or undermine a pupil's confidence within the school

setting. It is essential that pupils are not grouped by conscious or unconscious stereotyping of an ethnic group or black pupils.

In the classroom groups should be mixed and a climate of cooperation encouraged.

Any discriminatory comments should be dealt with at the time of their occurrence. A record of the incident should be made on a referral form.

Pastoral support will take into account a child's cultural background.

Teachers should be aware of the special circumstances which operate within an area with a very small percentage of ethnic groups or black pupils.

Self-Awareness

All staff should question their own attitudes and try to become more aware of their own prejudices. All staff are de facto role models for pupils and we must recognise this.

Pupils must be made aware of the consequences of using racist/sexist behaviour or language.

Management

Training will be provided for all staff, teaching and non-teaching to ensure they understand the importance of equal opportunities.

The management of the school should establish a structure which promotes positive role models.

The school should encourage the involvement of the wider community in developing Equal Opportunities education.

Curriculum

Equal opportunities are an integral component of the teaching and learning of all subjects.

All pupils, including those with physical disabilities and medical conditions should be given equality of opportunity to participate fully and effectively within the National Curriculum. Planning schemes of work, including attainment targets and use of appropriate assessment approaches must take account of the full range of pupils' needs, with the provision of appropriate approaches to teaching and learning in order that all pupils can take part in lessons fully and effectively.

There should be no barriers to learning, and teachers should take specific action, where possible, and remove any barriers to learning and assessment. This will be supported by the SENCo.

Teachers should take specific action to enable the effective participation of pupils with disabilities by planning appropriate amounts of time to allow for satisfactory completion of tasks and by using all available senses and experiences in order to provide access to learning for pupils with disabilities.

Teachers should aim to improve the provision of information that is provided to disabled pupils. This may include making information available in Braille, in large print, on audio tape, through sign language or a symbol system.

There should be multicultural perspectives in the curriculum, to help pupils to explore and share ideas, opinions and interests from their cultural experiences, question prejudice and develop open-mindedness. In the same way, we should challenge inappropriate attitudes to gender, race, class, sexuality and disability and encourage understanding and respect.

Pupils of both genders, and those with disabilities, should make curriculum choices irrespective of gender stereotyping. Equal access to all aspects of the curriculum, facilities and resources must be available. Pupils should recognise equality of gender as an important issue and this must be part of career guidance activities. The range of subjects offered at Year 9 must enable children to make non-stereotyped career choices. Careers guidance should seek to make all pupils aware of the opportunities available to them in continuing education or training post 16.

Teachers should take specific action to help pupils who are learning English as an additional language by developing their spoken and written English and ensuring access to the curriculum and to assessment with advice and support from the bilingual service.

Buildings

New buildings should be user friendly and have wheelchair access. Lifts, automatic doors and ramps must be considered as part of any major rebuilding programme. Acoustic conditions and visual aspects of the school's environment in the future should be designed to produce a comfortable and safe environment for pupils to participate in school life.

Review/Monitoring

All policies are reviewed on an annual basis by the School Governors.

Senior Member of Staff Responsible: Deputy Head Teacher

Governor Responsible: Chair of Personnel Committee

- **The Headteacher**

The Headteacher is the named person with overall responsibility in school for the implementation of the policy, including:

Admissions: to ensure no child is discriminated against on account of their sex, race, religion or disability, following the Academy's policies

All appointments (advertising, recruitment, selection, promotion and training procedures)

The curriculum, including extra-curricular involvement, to ensure all children have access to a broad and balanced curriculum and the full range of the curriculum subjects

The school behaviour and exclusions policy, to ensure that pupils from minority groups or those with disabilities are not unfairly treated

- **Premises Manager**

The Premises Manager will monitor the plans for new buildings, if they are available.

- **Learning Co-ordinators**

Learning Co-ordinators will regularly monitor:

PHSCE teaching materials

School displays

Pupil referral forms involving unfair treatment and any racist incidents

Written communications to check for any discriminatory content.

- **Heads of Faculty**

Heads of faculty will regularly monitor:

Schemes of work, including attainment targets and assessment approaches

Teaching materials and displays

Written communications for any discriminatory content.

- **Subject teachers and tutors**

Subject teachers and tutors will regularly monitor:

Classroom materials

Record any incidents of prejudice or racism on pupil referral forms.

Relationships with other School Policies

Anti-racism policy
SEND policy
Anti-bullying policy
Teaching and learning policy