



Westwood with Iford School Equal Opportunities Policy

Introduction

The school is committed to providing access to the curriculum to all the children in the school. All members of the school community should achieve the level of success they deserve regardless of race, culture, religion, gender, and disability. All staff have a responsibility to nurture positive attitudes for all by all, and the staff and Governors will endeavour to provide positive role models for the children.

Aims

Our commitment to equal opportunities will be:

- reflected in planning and resource needs identified.
- addressed within the curriculum through teaching and learning objectives and activities.
- supported by effective procedures for dealing with incidents of harassment by consistent recording and monitoring of such incidents.
- reflected clearly in the Schools Behaviour policy, Special Needs policy and all other policy documentation.
- Monitored by a variety of methods, including data analysis, attendance records, exclusion data, classroom observation, discussion with members of staff

Guidelines

Racial and Cultural harmony

Consideration should be given to:

- Ensuring use of positive images from all cultures within teaching and learning
- Providing an environment where racist assumptions, attitudes and behaviours are challenged.
- Preparing children for living in a complex multicultural society
- Promoting an understanding of and valuing a variety of cultures

Gender Equality

Consideration should be given to:

- Ensuring that there is no gender stereotyping and assumptions ensuring there are high expectations of all

English as an Additional Language

Children for whom English is the second language will be shown that we value their first language and the Head Teacher/SENCO will make arrangements with the EAL team to give support, until they can have full access to the curriculum.

Disability

Consideration should be given to:

- Portraying people with disabilities in a positive light
- Encouraging the pupils to challenge assumptions about disabled people

Provision will be made for children with disabilities, as appropriate, through:

- Reasonable adjustments to the physical environment
- Reasonable adjustments to lesson resources or expected outcomes
- Support from Teaching Assistants
- Consultation with outside agencies eg PASSIS (Physical Impairment Service)

Religious tolerance

Consideration should be given to:

- Teaching children the importance of respecting the religious beliefs of all within the school community and beyond

Parents are made aware of their right to withdraw children from Collective Worship and RE.

Age, ability and social disadvantage

Consideration should be given to:

- Ensuring that financial constraints do not stop access to any educational activity
- Planning and careful use of differentiation
- Teaching in Religious Education, in Collective Worship and in discussion of values in Circle Time, the children will be taught that we value the opinions and way of life of every individual within our school community regardless of any cultural or ethnic differences.

By implementing an Equal Opportunities policy, children will achieve the level of success and self-respect which they deserve. This document should be read alongside our *British Values Policy Statement*.

Date agreed by Governors: May 2014

Reviewed: September 2015

Reviewed: Feb 2017

Date of next review: September 2018