

CHEADLE PRIMARY SCHOOL EQUAL OPPORTUNITIES POLICY

‘Be proud of, yourself, your school and your achievements’

Rationale

Equality of opportunity should be at the very heart of the school’s general ethos. It is a foundation from which a proper sense of morality and justice will emanate. A philosophy of equality should inform all areas of school life, including both the formal and informal curriculum.

Aims

To ensure that every person is given the opportunity to achieve the highest standards of which he or she is capable. No person, whether a pupil, a teacher, or anyone connected with the school should be treated more or less favourably because of his or her social class, gender, race, culture, disability, learning difficulty or age.

Objectives

- That the school has a written policy on equal opportunities which is understood by all staff and pupils, and is implemented and monitored.
- That the SENCO is responsible for equal opportunities for pupils. Any issues relating to staff to be referred to the Headteacher.
- That account is taken of individual needs and all children are given access to a broad and balanced curriculum.
- That the relative performance of boys/girls, ethnic minorities, pupils with English as an additional language, pupil premium children, pupils with learning difficulties and those with a special educational need, are to be monitored and the school actively promotes programmes to enhance the performance of underachieving groups.

- That the school takes note of Staffordshire County Council's policy on equal opportunities and all appointments and promotion of staff are made in light of this.
- That teachers maintain and encourage high expectations for all of their pupils.
- That all staff should be made aware of and valued for their unique contribution to school life.

School Organisation

- The school understands that the curriculum is an entitlement for all pupils, and that pupils should not be excluded from any part of it for any reason.
- Pupils should not be denied access to activities such as organised visits.
- The school welcomes children with disabilities and special educational needs and aims to include them fully into school life.
- Resources and books in school should reflect the multi-racial nature of society and avoid gender bias and stereotyping.
- The school is an environment in which pupils feel safe and secure, the atmosphere is orderly and there are mechanisms in place to deal with harassment of any kind effectively. (See Behaviour Policy.)
- The school promotes a positive attitude in all areas of school life and provides the highest quality learning experiences.

Role of the Co-ordinator

- To promote and informally monitor for equal opportunities in all aspects of school life.
- To report to the Headteacher and Governors any aspects of the policy which may fall short of the highest standards the school must set itself.

Classroom Organisation

- The register will be written and marked with the children in alphabetical order by their surname.
- When children are lining up they will not be organised according to age, gender, ethnicity or ability.
- Equal opportunities should be considered when grouping children for activities.
- Responsibilities allocated in the classroom must not conform to any stereotype.
- All children will be given the opportunity to participate in all sports and activities in P.E.
- Pupils are encouraged to take responsibility and a high profile is given to achievements of all kinds.
- The aesthetic nature of the school is pleasing and wall displays are of a high quality to increase the pupil's sense of pride in their environment.
- Pupils will be given a sense of individual worth through activities such as those carried out in Circle Time and PSHE.
- The criteria for the placement of pupils into ability groups takes into account the effect of placements on pupils' self worth and esteem.

The Role of the Class Teacher

- To be fully aware of all aspects in the equal opportunities policy and implement all aspects in the classroom and around the school.

Assessment

(See Assessment Policy)

Record Keeping

Each class teacher will keep a folder which contains notes and information on children with special educational needs within each

class. These notes may contain information concerning the stages of the SEN Code of Practise.

A care plan will be kept in the classroom for children with any medical needs. These will be kept up to date alongside the school nurse and parents.

Each class teacher will keep an up to date record of intervention programmes taking place on the provision map, which is kept in the SEN folder.

Evaluation

An evaluation of the effectiveness of the school's Equal Opportunities Policy will take place on a regular basis. This evaluation will be carried out by the staff, SMT and Governors.

Special Needs/Inclusion

(See SEND)