



EQUAL OPPORTUNITIES POLICY

This policy was adopted by the Pupil Resources Committee in May 2016.

To be reviewed: March 2019

INTRODUCTION

Equality of opportunity is concerned with the entitlement of all pupils to educational experiences, which will enable them to develop their full potential. It touches upon every aspect of the curriculum and school organisation. It is important to ensure that all pupils receive their entitlement. The school welcomes all pupils including those with disabilities.

PROMOTING EQUALITY OF OPPORTUNITY

We support West Sussex Local Education Authority's belief that:

1. every pupil has an entitlement to a balanced and broadly based curriculum
2. the prime aim of the curriculum is to pursue high individual achievement
3. all schools should ensure equal access and opportunity to the curriculum regardless of pupils' background, ability, gender or ethnicity

KEY PRINCIPLES

To promote equality of opportunity we place emphasis on:

1. having high and realistic expectations for all pupils
2. developing the skills, knowledge and understanding which will enable them to be critically aware of what they see, hear and read
3. raising and developing positive attitudes towards diversity and encouraging pupils to value each other irrespective of ethnicity, gender or ability

In addition to the key principles which underpin equality of opportunity, we have established clear statements of intent for the practice and behaviour of all adults, and pupils associated with the school community. These statements of intent cover all aspects of school life, including expectations, the curriculum, organisational procedures, language, resources, out of school activities and the community. These statements should enable a consistent approach within the classroom and in the broader life of the school.

STATEMENT OF INTENT

Expectations

1. high and realistic expectations in relation to achievement are held for all pupils
2. the same standards of behaviour are promoted for both boys and girls
3. positive action is taken to develop high self-esteem and self-confidence in all pupils
4. all pupils are encouraged to become assertive and caring
5. expectations are not based on stereotype

Curriculum

1. all pupils have equal access to the whole curriculum
2. all pupils have equal access to the range of extra-curricular activities provided
3. pupils are helped to develop the necessary skills to recognise and challenge bias and prejudice
4. the curriculum positively reflects the contribution to human development of both men and women. People from a range of cultures and people with disabilities
5. the curriculum reflects and teaches about changing role in society
6. pupils are encouraged to take responsibility for their own learning in all areas of the curriculum

Organisational Procedures

1. all pupils are given opportunities to organise, lead and care for others
2. rules regarding appearance and dress are enforced sensitively and with respect for different cultures and traditions
3. all staff, and pupils understand how to respond to incidents of discrimination
4. decisions about the organisation of registers, seating and grouping arrangements are not made only on the basis of gender, disability or ethnicity

Language

1. the written and spoken language of adults and pupils promotes positive attitudes towards all people irrespective of gender, ethnicity or ability
2. the linguistic diversity of pupils is valued and used to enrich the curriculum and support learning
3. provision for pupils requiring language support facilitates access to the curriculum
4. sexist, racist and other derogatory language is challenged and discouraged

Resources

1. resources and materials positively reflect the diverse nature of society
2. all pupils have appropriate access to resources, including computers, technical equipment and adults' time and attention
3. there is an agreed approach to the selection, review and purchase of resources and materials based upon principles of equality of opportunity
4. resources and materials present positive images that challenge stereotypes

Community

1. parents and pupils are fully aware of the school's commitment to equality of opportunity
2. all parents are given a range of opportunities to discuss decisions relating to the education of their children
3. equality of opportunity is reflected throughout the school policies

These principles and statement of intent reflect and endorse the school's ethos statement.

To foster a school in pursuit of quality where we learn to value each other and so help each person to develop a feeling of their own self worth.

Any incidents, which are contrary to the ideals and expectations detailed in this policy, should be reported to the head teacher who is responsible for monitoring, evaluating and reviewing equal opportunities in school.