

## Equal Opportunities & Inclusion Policy

### We believe that we are all equally different!

Schools can have a major influence on the attitudes of society and of those we educate. We are in a powerful position to bring about change for the good. We aim to give confidence and promote awareness of the valuable contributions of all members of our society. Within the philosophy of the school it is recognised that all children are entitled to full access to the curriculum regardless of race/religious belief, gender, physical ability or special needs. All children are entitled to full access of the curriculum regardless of race/religious belief, gender, physical ability or special need. It is recognised the need of the individual child must be met. Incidents of racism or sexism will be dealt with in a sensitive manner. Incidents will be recorded. The P.S.H.E. curriculum will help to promote a positive image of all members of society, with particular reference to race/religious belief, gender, physical ability and special need.

### **Resources**

Current resources and new acquisitions will be monitored to ensure the promotion of a positive image regarding race, gender and special need.

Resources meet the need of all the children, particularly those with a special need, to ensure full access to the National Curriculum for all children.

### **Environment**

It is ensured that the environment reflects the school's commitment to a policy of equal opportunities for all.

Displays reflect a positive image of race/religious belief, gender, physical ability and special need.

All children are given the opportunity to contribute to display throughout the school and their contributions are valued.

The school buildings have been inspected for access and the plans have been accepted by the governing body.

## **Staff**

Every member of staff, teaching or non-teaching has a valued contribution to make to the life of the school. All staff are included in self evaluation processes.

It is recognised that the professional development of all staff enriches the resources of the school as a whole and this development is supported wherever possible.

The staff are aware of the dangers of allowing stereotypes to influence their expectations of pupils and therefore ensure that all pupils are offered equal opportunities.

## **Race/religious belief**

The school records every incident of racism. Reports are sent to the LEA for monitoring.

The school ensures that staff expectations of different race/religious belief groups are no different.

## **Gender**

Planning of the curriculum is monitored to ensure that there no gender bias. Assessments are analysed to compare boys and girls results within the school, similar schools and national results.

## **Physical ability**

The school ensures that every child regardless of their physical ability has full curriculum access e.g. swimming / P.E. The school is aware of the constraints in the building, of the stairs and lack of space in the cloakrooms.

## **Special needs**

The school provides resources to cater for children of every ability. e.g. Lap-tops for a personalised learning approach for all pupils Additional TA support for differing ability groups at wave 1 level, and additional resources for dyslexic children e.g. coloured acetates , handwriting pens, use of scribes etc.