

## **POLICY FOR EQUAL OPPORTUNITIES**

<b>Document Status</b>			
<b>Date of next review</b>	June 2016	<b>Responsibility</b>	H & S Committee
<b>Date of Policy Creation</b>	03 June 2013	<b>Responsibility</b>	Chair of H & S Committee
<b>Date of Policy Adoption by Governing Body</b>	03 June 2013	<b>Responsibility</b>	Chair of H & S Committee
<b>Method of Communication</b>	Website, Server	<b>Signed</b>	<b>K Towndrow</b>

### **Introduction**

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

In the context of the school, we believe that equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.

### **Our Commitment**

- To ensure that all members of the school community have equality of treatment irrespective of ethnicity, gender, social background, ability/disability, HIV/AIDS, belief, age, marital status, nationality/citizenship or sexual orientation.
- To ensure that the principle of equal opportunities and justice are enshrined in policy and practice throughout the school, especially within curriculum and staffing policies.
- To develop self-respect and respect for others within the school and the wider community.
- To ensure that all members of the school community are aware of this policy and implement it both in documents and in their actions.

This policy is to be regularly reviewed to ensure that it meets these requirements.

### **Aims**

In accordance with our mission statement:

- All children in the school will have equal access to education and will be encouraged to use all the school's resources to the full.
- All children in our care will be encouraged to achieve their potential. There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves

against others. Parents are also encouraged to view their own children's achievements in this light.

- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- At Cawood School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum.
- All members of the school community will be encouraged to feel valued and able to participate fully in the life and work of the school.
- We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.
- The school will promote and encourage the awareness and practice of equal opportunities by providing and maintaining appropriate facilities e.g. access to the building for all, resources to reflect a diverse society, appropriate quiet places.

## **Guidelines**

1. The members of the school community are the:-

Pupils  
Teaching staff  
Support staff  
Parents and carers  
Governors  
Visitors to the school  
Students on placement

- Potential is defined as each individual recognising and reaching for their best, academically, socially and through all that the school provides.
- Appropriate action will always be taken if children are discriminated against by adults or other children for any cause identified in our mission statement.
- It is the duty of this school to challenge all types of discriminatory behaviour, e.g.
  - unwanted attentions (verbal or physical)
  - unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality or gender

The school has a clear, agreed procedure for dealing with incidents such as these (see Behaviour Policy and Equalities Scheme)

- All staff must be aware of the potential for unconscious discrimination and endeavour to avoid assumptions about individuals based on stereotypes.

- We recognise that it is important at Cawood School that all members of the school community use appropriate language which:
  - does not transmit or confirm stereotypes
  - does not offend
  - creates and enhances positive images of particular groups identified at the beginning of this document
  - creates the conditions for all people to develop their self esteem
  - uses correct terminology in referring to particular groups or individuals, e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.
- Our school community is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures.
- All children will have equal access to all areas of the curriculum, including RE. However, parents have the statutory right to withdraw their child from RE and Collective Worship.
- In accordance with the criteria stated in our Admissions Policy priority may be given to children whose parents are regular worshipping members of All Saints Church, Cawood or All Saints Church, Ryther, and whose names are entered on either Church's Electoral Roll.
- As a Voluntary Aided School we have the right to discriminate on religious grounds in the appointment of teaching staff in that the Governors may seek to appoint someone who is a practising Christian.
- The Governing Body will ensure that staff are not discriminated against because of ethnicity, gender, social background, ability/disability, HIV/AIDS, belief, age, marital status, nationality/citizenship or sexual orientation or treated unfairly because they work part-time or are trade union representatives.
- Equality of opportunity is identified as an area requiring careful and ongoing monitoring. This will be done through leading discussions in designated staff meetings to discuss issues of equal opportunities within the school community and through the monitoring of SATs results, participation in extra-curricular activities, exclusions, continuous assessment of children's learning, racist and sexist incidents, results from screening for specific learning needs and attendance.