



# Equal Opportunities - Pupils Policy

Review Date: Spring 2017

<b>Policy Title</b>	<b>Equal Opportunities - pupils Policy</b>
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Function	For Information and Guidance
Status	Recommended
Audience	Parents, Governors, Principal, Senior Leadership Team, Teachers, Business Support Staff
Implementation	The Principal and Governing Body have overall responsibility for ensuring that this policy is implemented
Version	V 1.0
Date Issued	
Date Approved by Governing Body	
Date for Review	Spring 2017

## **Ferrars Academy**

### **Equal Opportunities Policy**

#### **Rationale**

At The Ferrars Academy, we believe that the provision of equal opportunities is essential and intrinsic to our work. We strive to create a school community in which individuals and cultures are valued equally and in which all member of the school community can develop to their full potential.

It is our responsibility to educate children to be aware of, and to contribute to, the multicultural, pluralistic society in which we live. We believe we should provide equality of opportunity for all children and staff regardless of ethnicity, gender, creed, sexual orientation, ability or disability.

#### **Aims of our policy**

- To educate and develop all pupils with an awareness of an increasingly diverse society.
- To encourage respect between individuals in the academy community by increasing their understanding of the groups to which each belong.
- To value other groups and to recognise the need for all to coexist harmoniously.
- To ensure all children have full access to the whole curriculum.
- To ensure all members of the academy community feel valued.

#### **Guidelines**

- All children are given full access to the whole curriculum regardless of ethnicity, gender, creed, sexual orientation, ability or disability.
- Equality issues are dealt with explicitly in a whole academy approach through topics and within subject areas as part of the teaching and learning process.
- The academy promotes an ethos of mutual respect for all within it and the wider community.

Whilst some individual teachers are designated to co-ordinate equality issues across the curriculum, all teachers are responsible for implementing equal opportunities policies.

- Pupils best efforts are valued and teachers motivate by praise and encouragement. Awards are given for individual pupil's achievements regardless of ability.
- All pupils are treated equally but not the same. Differences are celebrated.

- It is the teacher's responsibility to ensure that the curriculum meets the needs of all pupils through appropriate differentiation.

- Continuous assessment of each pupil's progress ensures that individual needs are clearly identified and information is available for the pupil, teachers, the parents and any other interested party.
- Parents are regularly informed about their child's progress and are involved in decision making regarding behaviour, addressing special needs and cultural issues.
- Through information evenings and consultation meetings, parents are informed about, and involved in, the curriculum.

## **Resources**

- Resources are regularly reviewed and enhanced to reflect our school community and the wider communities in Luton, the U.K. and internationally.
- Resources and artefacts displayed around the academy reflect positive contributions from men and women of all cultures and are free bias.
- The Library reflects equal opportunity issues.
- The range of books, computer software and audio visual aids promotes equal opportunity issues.
- Learning materials and school publications are free
- bias.

## **Academy Organisation**

- Academy organisation is constructed to deliver equal opportunity to all in practice.
- Care is taken that each class is of truly mixed ability and so constructed that it reflects as far as possible the diversity of the academy.
- Children's age, gender, abilities, friendships, group dynamics are considered to ensure that each child is placed in a balanced, harmonious learning environment.

For monitoring procedures and outcomes see individual areas.

*Equality issues are also included in policies for curriculum planning, behaviour, (including anti-bullying practices), special needs, PSHE, RE and collective worship, SEAL, teaching and learning, and our 'core values' school statement.*