

# CHEPSTOW HOUSE



## All School Policy for Equal Opportunities for All September 2024 - August 2025

Policy Reviewed by Angela Barr

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Next review date: June 2025

Signed: 

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This Policy was created 2009 and has been reviewed annually since.

Chepstow House

## **Equal opportunities for all**

Unless a difference between school and nursery is stated any reference to school refers to the school and nursery.

Our equal opportunities policy is for the whole school community (children, parents and staff) and ensures the Equality Act (2010) is followed. Guidance from DfE's The Equality Act 2010 and schools Departmental document (2014) is used. We will not discriminate any protected characteristics (sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity). In addition, we will ensure equality extends to cultural background, linguistic background and special educational needs. We consider equal opportunities in all situations especially in our teaching and learning.

### **INTRODUCTION**

All pupils at Chepstow House have an equal right to develop and achieve their potential. The children at Chepstow House are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

The Education Reform Act entitles all pupils in school to a curriculum, which is balanced and broad based. The Curriculum at Chepstow House includes cross - curricular dimensions such as equal opportunities for multicultural education and special educational needs. Wherever possible the curriculum will develop children's knowledge and understanding of different beliefs, cultures and needs.

At Chepstow House we aim for an atmosphere of trust and respect among children as well as between teachers and children. The PSHE and Citizenship education programme is about how we treat each other and, more importantly, how we learn to respect one another and ourselves as citizens of the world. It also fosters an understanding of the diversity of cultures and needs that exist in school and in the wider community.

### **PARENTS:**

We will introduce and communicate the equal opportunities policy to parents through the school website, admissions meetings with parents and on parent's evenings.

### **CHILDREN:**

It is the right of every child irrespective of race, culture, class, gender, special needs or ability to achieve their full potential. Each child should have access to an education, which will enable them to utilise their talents to the full and achieve their potential. We will develop children to become sensitive to, and be aware of, ways in which equality of opportunity is denied and how this might affect them in society.

### **STAFF:**

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming

## *Chepstow House School - Equal Opportunities Policy*

environment for all children. They will endeavour to establish an atmosphere within school which effectively reduces prejudice and raises self esteem, so that all children can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability.

As a staff we have to remember that we are role models. We must challenge the concept of discrimination based upon differences of race, gender and special needs.

### **AIMS:**

To ensure that:

- ◆ Every individual within the school achieves their full potential and has the same opportunities
- ◆ Every child is given access to the best possible level of achievement appropriate to its age and ability through appropriately differentiated work
- ◆ Staff, parents and children are informed and educated, and reminded of the issues to ensure a continuity of approach throughout the school
- ◆ Prejudices are challenged and positive attitudes are built
- ◆ Understanding and mutual respect of all children, regardless of differences, is promoted
- ◆ Contributions from various cultures are included and acknowledged in the planning and teaching of the full range of curriculum subjects, resources and school displays
- ◆ An awareness of the unfairness and injustice of stereotyping is raised
- ◆ Any form of bullying including verbal, physical and psychological bullying by any group or individuals is challenged and addressed as is any form of extremist behaviour.
- ◆ High levels of acceptable group and individual behaviour are promoted by ensuring that all the school community is informed of school expectations and procedures
- ◆ There is a commitment to minimising all school exclusions by implementing agreed strategies and procedures ensuring that each child is given the opportunity to achieve and succeed
- ◆ Absences, racist, extremist and bullying incidents are recorded and monitored.

### **EXAMPLES OF STRATEGIES** used in school that will carry out these aims are:

- ◆ Planning activities of a non-stereotypical nature such as the home corner and apparatus.
- ◆ Giving children time to talk in class discussions to give everyone opportunity to voice opinion and discuss how they are feeling.
- ◆ Encouraging the sharing of experiences - encompassing all equality issues.
- ◆ Reviewing/updating resources so that appropriate messages are presented to the children.
- ◆ Planning role-play experiences to include addressing age, disability, race and gender.
- ◆ Providing a differentiated curriculum by developing classroom approaches that cater for individual differences but which do not make distinctions that have negative effects on children, their learning and development.
- ◆ Displays around school promoting positive equality issues.
- ◆ Providing an entitlement curriculum, which aims to offer the same balanced curriculum and learning experiences to all.
- ◆ Staff on playground duty to identify loners, the assertive group and negative physical contact.
- ◆ Children encouraged to think about the exclusion of others and the negative effect it can have.
- ◆ Involving children in rule making in the classroom and at a whole school level through the school council.
- ◆ Using assembly time and collective worship themes to reinforce equal opportunity issues.
- ◆ Using targets and rewards for children to reinforce acceptable behaviour and attitudes.
- ◆ Ensuring that all children will have equal access to all resources. Some children will need encouragement/direction in the use of resources.
- ◆ Subject leaders to address equality issues within their subject.
- ◆ Giving children a voice, through the school council.

## *Chepstow House School - Equal Opportunities Policy*

- ◆ Sharing in various religious celebrations throughout the year

### **THE CURRICULUM**

- ◆ All children will have equal access to all aspects of the curriculum and school life. We will need to monitor our practices to achieve this. Children should be given the opportunity:
- ◆ To make choices without rejecting any as being inappropriate, e.g. sport, monitor jobs
- ◆ To gain self-worth and self-confidence, freeing them to develop a sense of who they are and what they want
- ◆ To have equal educational experiences so that they can make appropriate choices from a base of common skills and knowledge.

### **RESOURCES**

Books, work cards, equipment and other resources will be checked to see that they are non-stereotyping.

Children will be encouraged to learn to identify and question stereotypes if they are found in existing material.

Resources such as computers, technology equipment and playground space will be allocated fairly.

### **HIDDEN CURRICULUM**

Displays will show positive role models.

There is a need to discuss and counter prejudices and hidden beliefs.

The development and sharing of common interests will be encouraged.

Children's individual characteristics and feelings need to be respected and valued.

### **STAFF TRAINING**

Active participation of all school personnel is necessary for a successful policy. Staff meetings will take place as a means of monitoring / evaluating the policy. All the staff has responsibility for promoting Equal Opportunities.

### **SUCCESS CRITERIA**

Equal Opportunity will be recognised or highlighted in the following areas:

- Play/classroom interaction
- Displays in school
- Perceptions of Parents
- Teaching styles
- Differentiated work on offer to parents
- Use of resources
- Teacher assessment

### **CHEPSTOW HOUSE STAFF WILL TACKLE ALL FORMS OF DISCRIMINATION**

The main objectives we are working towards are:

To prepare all children to live and work together, with equality of opportunity as part of a multi-racial world

To build on the strength of cultural and linguistic diversity

## *Chepstow House School - Equal Opportunities Policy*

To raise awareness and enable children to recognise and challenge inequality  
To meet effectively the particular educational needs of all children.

Racism will be treated seriously and any accounts of racist behaviour will be dealt with in guidance of the discipline and behaviour policy. These accounts will then be recorded.

### **IN THE CLASSROOM STAFF WILL:**

- a) raise awareness of similarities and differences of individuals and groups
- b) where appropriate encourage positive role models from the community to support work in the classroom and arrange relevant visits to religious buildings
- c) have high expectations so all children achieve their full potential, as well as encourage a positive self-image
- d) give opportunities for children to express and evaluate their own opinions and to respect the opinions of others
- e) at all times encourage children to challenge stereotypes, prejudices and racism
- f) carefully choose books and materials and create displays that reflect the diversity within school, community and the wider world
- g) audit / monitor their subject ensuring equality issues are addressed
- h) be made aware of the ethnic mix, different religions and home language of children
- i) identify children for EAL support
- j) as a subject leader, ensure there are appropriate equality links

### **IN SCHOOL ORGANISATION AND MANAGEMENT WE WILL:**

Celebrate the success of individuals

Ensure all staff, teaching and non-teaching, are informed of the policy

Provide opportunity for children to work with people from a variety of backgrounds and cultures in a wide variety of roles including work, domestic and recreational

Monitor extra curricular activities to ensure that children from all cultural groups are encouraged to take part

Carefully monitor data available to school, to ensure all children achieve their full potential

### **Gender Equality**

#### **IN THE CLASSROOM STAFF WILL:**

- (a) seek to organise the children to work together in mixed groups so they are less likely to develop antagonistic attitudes, e.g. encouraging them to line up in mixed pairs or by surname, keeping the register in alphabetical order
- (b) ensure that areas in the classroom do not become a predominantly male or female domain, e.g. home corner, construction area
- (c) enable children to work in single sex groups if need be, to develop enjoyment and confidence in particular subjects.

#### **IN SCHOOL ORGANISATION AND MANAGEMENT WE WILL:**

Celebrate the success of individuals

Avoid unnecessary separation of sexes, unless a specific educational purpose is being met

Ensure staff positions are not limited to one sex

Ensure all staff, teaching and non-teaching, are informed of the policy

Provide opportunity for children to see women and men in a wide variety of roles including work, domestic and recreational

Ensure that the discipline policy will be the same for all children no matter the ability, gender, race or culture of the child

## *Chepstow House School - Equal Opportunities Policy*

Make sure extra-curricular activities will be available to all children and timetabled to avoid stereotyped classes.

### **DISABILITY**

All children are given the opportunity to recognise and respect individual differences and abilities.

We are all unique and therefore have the right to be treated as individuals.

We will endeavour to:

Raise awareness of the varying needs of others

Highlight and celebrate the differences between each other

Raise awareness of the need for appropriate facilities to be available for people with disabilities, e.g. wheelchair ramps.

This will be achieved through:

Appropriate discussions

Topic links, e.g. work on the body

Visiting speakers

Appropriate resources, e.g. positive images in books/stories/displays

Following the inclusion policy.