

EQUAL OPPORTUNITIES POLICY (PUPILS)

Arnold Aims

- 1) Each pupil, parent and member of staff will be welcomed and valued as a full member of the Arnold community.
- 2) Arnold seeks to serve its pupils and parents, meeting their educational needs and involving all Arnold families in the life of the school.
- 3) Arnold pupils will be responsible, articulate, courteous, compassionate young people of integrity, able and willing to contribute to, and lead in, our future society.
- 4) Each Arnold pupil will be guided and supported throughout their time in school by the highest standards of pastoral care.
- 5) Arnold will have a strong and caring professional culture, which sets high expectations for staff and supports their individual professional development and needs with appropriate guidance, resources and facilities.

Policy Statement (1)

At Arnold school we recognise our responsibility to ensure positive attitudes to diversity and difference. This is not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. We understand the importance of providing a challenging and enjoyable programme of learning and development and we undertake to make reasonable adjustments to enable all to participate in our programme of learning.

In line with UCST policy, the school is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to pupils, parents and staff members, as appropriate, and includes discrimination on the grounds of: age; religion or belief; physical ability or disability (including HIV status); learning ability or difficulty; race (including colour, nationality, ethnicity, family or linguistic background); marital status and civil partnership; sex; sexual orientation; trade union membership; part-time and fixed-term working; gender reassignment; pregnancy and maternity.

We seek to ensure that all our pupils, including those who are disabled or have special education needs, are included, valued and supported and that appropriate provision or exemption is made, where feasible and desired, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural background. The school is committed to working with the school community, with parents and with other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent any repetition.

Staff at Arnold are also covered by the *Group Equal Opportunities* policy, the *Group Equal Opportunities* statement, and the *Group Dignity at Work* statement.

Specific documents in further support of this policy include the school's *Behaviour, Anti-Bullying, Admissions, SEN, PSHE* and *SMSCD* policies.

Policy Statement (2)

- 1) This policy applies to all members of the Arnold school community, including those in our EYFS setting.
- 2) Arnold implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to all interested parties in accordance with our *Provision of Information* policy.
- 4) This policy is reviewed at least annually by the Deputy Head and Head of AJS, who will report to the Headmaster and Local Governing Body on its implementation on a regular basis.

Key Personnel

- 1) Craig Jenkinson: Deputy Head
- 2) Katy Wright: Head of the Junior School
- 3) Jane Allen: Head of Foundation Stage
- 4) Liz Luke: Head of Learning Support

Procedures

The school seeks to implement this policy effectively through the following actions:

- 1) Provision of our policy for equal opportunities to all pupils, staff and parents, including those of prospective pupils.
- 2) Working with outside agencies, as required, such as educational psychologists, occupational therapists, gender counsellors and mental health agencies to support the endeavour of the school in serving the needs of all pupils, parents and staff.
- 3) Discussing, where appropriate, equal opportunities at staff meetings
- 4) Delivering the message of equal opportunities within PSHE, the wider curriculum and through the extra-curricular programme.
- 5) Dedicating whole school and class assemblies, form time and circle time to the importance of kindness, care and unconditional respect for members of the school and the wider community, and on promoting and valuing diversity and differences.
- 6) Meeting the individual needs of pupils, as detailed by parents and by the pupil's previous setting, through teacher, assistant and outside agencies working together with the pupil and the pupil's parents.

- 7) Monitoring the needs of all pupils as they progress through the school, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties.
- 8) Discussing, reviewing, monitoring and evaluating at staff meetings and leadership meetings, the effectiveness of inclusive practices which enable all pupils, parents and staff to access and enjoy school life.
- 9) Ensuring school documents demonstrate a commitment to Equal Opportunities and avoid inappropriate discrimination of all forms.
- 10) Making appropriate provision or exemption, where feasible and desirable, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds

Additional Junior School and EYFS Action include:

- 11) Following the graduated approach as described in the SEN Code of Practice, starting with classroom support which is additional to, or different from, the support which was previously in place. The Early Years Action/School Action process begins when it is necessary for the SENCO to give additional support, advice or assessment. Early Years Action Plus/School Action Plus begins when external agencies are called in to give professional expertise, advice and support.
- 12) Challenging inappropriate attitudes and practices by using role play in drama and circle time, by speaking with those involved and by the graduated approach of form teacher, deputy head, and Head of School becoming involved as necessary with pupils, parents and staff. Pupils are made fully aware of the sanctions policy.
- 13) Including the Head of Learning Support and other relevant staff, in discussing pupil needs and progress in staff meetings and leadership meetings. On such occasions the strategy for each individual child is focused around respect for the child's needs, the need for the pupil to have access to all opportunities within the school and the child's right to feel confident, happy and valued.
- 14) Delivering the PSHE programme through whole school assemblies and class assemblies, in circle time and form time and within the curriculum, for example:
 - a) different faiths are studied in RS
 - b) the music and humanities schemes embrace other cultures
 - c) the science programme celebrates physical differences in the human race
 - d) MFL within the curriculum promotes global citizenship.