

Equal Opportunities Policy



The Valley Community School

Reviewed: Autumn 2016

Reviewed by: C. Bryant

To be reviewed: Autumn 2017

Attached committee: Curriculum

The Valley Community School

Our Vision Statement

“A world class centre of outstanding learning”

To achieve this we:

- are embracing the principles of lifelong learning, best use of new technology and “visible learning”
- are developing an international understanding of our place in the world
- are developing leaders and critical thinkers of tomorrow
- are meeting the requirements of the National Curriculum 2014

School Mission Statement

“Together we’re better”

Our guiding principles are:

- we work closely with our community
- we broaden our pupils’ perspectives
- we teach understanding and respect for others
- we value everyone’s abilities and support each other

Equal Opportunities Policy

Introduction

The Valley Community School is situated in an inner urban area, and is predominantly Muslim Asian. At this moment the school is 96% Asian.

Within the school the ethos and philosophy reflect the spiritual, cultural and linguistic diversity of all the staff, pupils and parents.

With this in mind, consideration has been given to all these elements to compile, what is seen to be, an equal opportunities policy for this school.

Aim

The equal opportunities policy should promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life in the outside world.

It further requires the promotion of positive attitudes in all pupils and staff towards cultural diversity, gender equality and people with disabilities, as well as particular provision for minority pupils and those with special educational needs, including the gifted.

This is to be achieved by formulating a structured curriculum according to the needs and development levels of every child in the school.

Objectives

The school ethos should reflect the equal status of its pupils, staff, parents and governors, regardless of sex, race or disability.

A secure, welcoming, attractive and well-maintained environment contributes to the creation of such an ethos.

Positive efforts should be made to prevent any form of discrimination taking place, and there should be a recognised procedure for dealing with incidents of racism and sexism.

All aspects of the school curriculum must be equally available to all pupils regardless of sex, race or disability.

Disability

Children with special needs or a specific disability should have access to the same opportunities and quality of education as all other pupils, as well as in reducing discrimination caused by fear or ignorance.

Objectives

1. Work towards full and functional integration through resources, expertise and understanding from staff and pupils, as well as external resources beyond the school.
2. Provide appropriate support where necessary and monitor progress regularly.
3. Ensure as best as possible the building is fully accessible to people who are disabled, whether pupils, parents, staff, governors or the public, budget permitting.
4. Ensure that throughout the school, disabled people are not portrayed in negative, stereotyped or patronising ways, but as full and positive human beings.

Gender

Aims

All subjects should have equal status and resources should be allocated accordingly.

Classroom practices in all subjects should reflect the needs of all pupils.

Relationships and practices within the school should reflect the equal valuing of all pupils.

Opportunities should be provided for all pupils to play a full part in school life outside the classroom, and their contributions should be equally valued.

Objectives:

1. Guard against stereotyping e.g. dinner lady – dinner supervisor / person.
2. Appropriate dress for the role – acceptable for women to wear trousers.
3. Mixed P.E. lessons, football, cricket, netball, rounders where possible.
4. Mixed cloakrooms throughout the school, but not toilet areas or changing areas (where possible).
5. Visual stimuli of male/female in untraditional roles.
6. Children have had a say in choosing the colour of their uniform.
7. Resource bank of non-sexist pictures and stories.
8. All practical materials should be available for all pupils to use.
9. Equal attention to be paid to all pupils throughout the curriculum.
10. Mixed names on register – chronological order.
11. Mixed groups in class.
12. Children entering meetings or worship in mixed order.

Racism

The school will at all times demonstrate within the school and the community its opposition to racism and foster positive attitudes towards our multi-cultural society.

(Records to be reported to the LEA and recorded and put on file).

Objectives:

1. Every pupil has the right to be included in all school activities.
2. Parents and pupils' own values, skills and experiences should be respected.
3. Parents and pupils should feel that their own languages and cultures are acknowledged and valued.
4. Ensure that children's names are pronounced correctly.
5. Ensure that resources are multi-cultural and contain positive images of people from minority communities.
6. Opportunities should be arranged for pupils to work collaboratively in a variety of groups.
7. Cultural diversity amongst the whole staff should be viewed positively.
8. Specialist knowledge in the whole school community should be recognised and shared.
9. Teachers should examine the cultural assumptions and biases contained in their own attitudes.
10. The ethos and atmosphere should show respect, which is the entitlement of all who enter the school.
11. Notices throughout the school should reflect the major languages of the school community.
12. School rules should be sensitive to, and show respect for diverse cultural practices – e.g. religions, dress, and food.

