

EQUAL OPPORTUNITY POLICY STATEMENT

MISSION STATEMENT

Uley is a Voluntary Controlled Primary School whose focus is on each individual, acknowledging both their Rights and Responsibilities.

Christian values drive all aspects of school life, curriculum and ethos. Academic rigour is valued at all stages, with the classroom focus on challenge, engagement and achievement.

Learning is celebrated in all its forms and everyone is equally valued and respected in a caring and secure environment.

In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, work and life.

Rights Respecting School

Article 28: All children and young people have a right to a primary education. Young people should be encouraged to reach the highest level of education they are capable of.

INTRODUCTION

Uley School pledges itself to be a place where pupils will find security and respect for themselves, their families, other people and their traditions. It is our policy to ensure that each member of the school community:

- a) Respects others and is respected
- b) Takes part in the full life of the school
- c) Achieves his/her potential
- d) Has the opportunity to exercise choice

This policy is in keeping with the LEA. Equal Opportunities Policy, the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act of 1995.

AIMS AND OBJECTIVES

We aim to provide the best possible education for all our children regardless of gender, colour, race, religion, nationality, home circumstances or ability.

For this to happen the school and its curriculum need to be equally accessible to all. Each parent and pupil must feel equally 'at home'.

The school endeavours to:

- Provide equal access to the curriculum for all pupils
- Provide a rich choice of extra curricular activities

- Encourage parents to be active participants in their child's education and in the life of the school
- Ensure a positive climate in the school and community we serve
- Build upon the strong cultural and linguistic diversity.
- Encourage racial harmony but to be aware and treat incidents of racial harassment seriously. (See schools Racial Equality Policy).

At Uley we aim to achieve an environment where every member of staff, including part-time, supply, support staff, dinner supervisors, care-taking and cleaning staff and all contractors on site:

- a) Respect others and are respected
- b) Are able to work and develop without direct or indirect discrimination of any kind.

It is recognised that equal opportunities for pupils are inextricably linked with equal opportunities for staff, since staff act as role models for pupils and it is unreasonable to expect staff to promote equal opportunities for pupils if they do not have equal opportunities themselves.

Uley school has addressed and will continually monitor factors about its own organisation and practice. In particular:

- a) The role of the Equal Opportunities Co-ordinator, ensuring implementation and review
- b) The status given to different individuals or groups and their cultures and beliefs within the school, (staff, parents and pupils); valuing diversity
- c) Subject co-ordinators to oversee the inclusion of equal opportunities across their subject area and policy schemes providing equal curriculum access
- d) Key Stage co-ordinator to oversee class management, planning, teaching, differentiation and balance between the learning process, the content of lessons and the curriculum and resources used; the methods of assessment
- e) Expecting the same range of behaviour, achievement and moral and social understanding from all pupils.
- f) Encourage pupils to develop positive self images
- g) Encourage pupils to question and develop open minds
- h) Promote pastoral care within the school and links with outside agencies.
- i) The relationship between home and school and the role the school plays in the community.

INCLUSION

At Uley C of E VC School we provide a broad and balanced curriculum for all pupils. Through planning of the curriculum we meet the needs of individuals and groups of pupils. Effective learning opportunities are provided for all pupils, which can be modified if necessary to provide all pupils with relevant and appropriately challenging work at each key stage.

The following 3 principles ensure an inclusive curriculum:

- a) Setting suitable learning challenges
- b) Responding to pupils' diverse learning needs
- c) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Planning takes account of pupils with all abilities, enabling them to participate as fully and effectively as possible.

ASSESSMENT

- Baseline is used appropriately for all pupils in relation to specific groups as well as the whole intake.
- Records are kept of additional input given to children supported by support staff / SEN assistants and class teachers.
- Reports to parents are accessible
- Marking of work is consistent across groups of pupils.

MONITORING

The implementation of equal opportunities policy and guidelines are monitored by:

a) Subject co-ordinators through:

Classroom observations
Sampling of pupils' work and targets
Checking record keeping and planning for the needs of different groups
Dialogue with staff

b) Head teacher through:

Classroom observations
Checking of record keeping and planning

c) Governors through:

Liaison with head teacher and co-ordinators
Classroom observations
Carrying out statutory responsibility

At Uley we welcome the advice offered by the LEA and OFSTED.

Reviewed 2006

Reviewed 2010