



Equal Opportunities Policy

Collingwood School

Policy Aims

At Collingwood School, with our core values of 'care' and 'consideration' to all, we are committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to pupils (including those in our EYFS setting), parents and staff members and includes discrimination on the grounds of: age; religion or belief; physical ability or disability, 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.

The school aims to ensure that the needs of all its pupils are met, including those with special educational needs and/or who belong to a group protected by the 2010 Equality Act. ALL pupils must be valued, feel included and supported and reasonable adjustments must be made for pupils with any special needs.

At Collingwood School, we value diversity and difference. Members of our community should feel confident to be themselves and not bow to conformity and peer pressure.

Our key objective is the removal of any form of direct or indirect discrimination by providing an environment in which:

- The education in our school is led by the principles of fairness and consideration for others
- Every child is included and not disadvantaged in any way. As far as possible, all pupils have equal access to the full range of educational opportunities provided by the school and those who have special educational needs will be included, valued and supported and have reasonable adjustments made for them
- All recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve
- Stereotyping and prejudice are challenged whenever they occur
- The cultural diversity of our community is celebrated, and positive attitudes are shown towards diversity and difference. Children should be encouraged to value diversity from the earliest age.
- We show respect for all, including minority groups
- We aim for our pupils to make a positive contribution to society

Collingwood School works with the whole school community, with parents and with relevant external agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent its repetition.

This policy applies to all within the school community, including those within the EYFS setting.



It is reviewed annually, or as legislation changes require, by the Head to evaluate the effectiveness of inclusive practice and is made available to parents and staff in accordance with the school's provision of information policy, both on the school's website and on request from the School Office.

This policy and the effectiveness of the inclusive practices at the school are reviewed annually by the school's governing group and as events or legislative changes require.

This policy should be read in conjunction with our Admissions Policy, Accessibility Plan, Anti-bullying Policy, Positive Behaviour Policy, Special Educational Needs and Disability Policy, EAL Policy, PSHE Policy and the schemes of work for PSHE and Citizenship.

Implementation

We aim to implement this policy effectively through the following actions:

Clear Policies and Procedures, made available to all and regularly discussed and reviewed:

- Our policy for equal opportunities will be made available to all staff and parents, including those of prospective pupils.
- Provision of our school ethos, vision and aims and our policies for the inclusion of pupils with disabilities and special needs together with our anti-bullying and behavioural policies, to prospective and present parents and staff. We aim to promote and value diversity and difference.
- Discussion at a staff meeting at the start of every academic year of pupils with any specific learning difficulties, additional needs or special circumstances. Details will be discussed regularly at weekly staff meetings
- Whole school assemblies, form time, PSHE lessons and circle time are spent on the importance of kindness, care and consideration for members of the school and the wider community, and on promoting and valuing diversity and differences.
- Our School Accessibility Plan, which aims to provide further improve access and provision for all our community, particularly those with disability, is regularly reviewed by the Bursar and Head
- Inappropriate attitudes and practices will be challenged; the staff will encourage pupils to value and respect others and there is no gender segregation for any teaching (unless required for appropriate reasons eg RSE)
- Our promotion of the values of personal liberty, democracy and tolerance are further emphasised in our whole school practices to prevent extremist views and discrimination across our community
- The rewards and sanctions within the Positive Behaviour Policy actively promote Equal Opportunities at Collingwood.

Identifying, Reviewing and Monitoring the individual needs of our pupils:

- Working with outside agencies such as educational psychologists, occupational therapists, gender counsellors (GIREs) and mental health agencies (CAMHS) to support the school in serving the needs of all pupils, parents and staff.



- The individual needs of pupils, as detailed by parents and by the pupil's previous setting, are determined on admission to the school through staff and outside agencies working together with the pupil and the pupil's parents.
- The needs of all pupils are carefully monitored and supported by form teachers, subject teachers and assistants as they progress through the school, with discussion at meetings, with written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties.
- There are no activities or lessons that aim to segregate by gender. While competitive sport at KS2 is generally separated (eg football and netball), there is no expectation for boys or girls to follow one sport over another and we actively encourage trying the full range.
- If specific children require additional provision, due to a learning need or disability, risk assessments will be drawn up and reviewed for both regular activities (eg Swimming, DT) or 'one off events' (eg school residential trip). Reasonable adjustments will be put in place. However, as stated in our SEND Policy, if it is deemed that the school can not meet the needs of an existing pupil because the child may be unable to access our curriculum or because we do not have the specialist facilities to meet specific needs, we will work with the parents in discussing an alternative educational setting.
- Mrs Antonia Herriett is the teacher with responsibility with provision for pupils with SEND. She has the special responsibility for ensuring that arrangements are in place for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference.
- Appropriate provision or exemption is made, where feasible and desirable, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds.
- Each year, the form teachers put together a class 'code of conduct', in line with our whole school code. During the year pupils are reminded and encouraged to refer to this and respect and value others.
- Staff meetings are used to discuss pupil needs and progress. 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.
- The PSHE and Citizenship programme is delivered through whole school assemblies and regular form time with a key focus on equality of opportunity and democracy. The RE, music and humanities schemes embrace other cultures. The Science programme celebrates physical differences in the human race. 'Fairness' forms a branch on the school's 'Tree of Virtues' and our pupils are celebrated for the kind and fair treatment of each other.
- Inappropriate attitudes and practices are challenged by using role play in drama and circle time, by speaking with those involved and by the graduated approach of form teacher, Assistant Head Pastoral and Headteacher becoming involved as necessary with pupils, parents and staff. Pupils are made fully aware of the rewards and sanctions outlined in the Positive Behaviour Policy which specifies the school's response to inappropriate attitudes and practices. Pupils, staff and parents are made aware of the contents of the Anti-Bullying Policy. In addition, the Newsletter, Information Evenings and parent workshops all encourage parents to discuss and support these guidelines.
- An open door policy for parents and carers ensures good knowledge of the background, welfare and individual needs of pupils. This enables teachers and assistants to plan all



lessons and activities, in such a way, as to ensure all pupils are included and all can access the opportunities. Small classes and pupil teacher ratio enables support for individual pupils according to need. Awareness and review of the effectiveness of the equal opportunities policy in staff meetings and thorough planning of activities between teaching staff and assistants ensures inclusive practice for all pupils.

Reviewed by L Hardie - Sept 19