



## **Orchard School Equal Opportunities Policy**

### **Vision Statement**

- Opportunities for all
- Realising the child's potential
- Challenging and exciting
- Holistic, happy and healthy
- Aspirational
- Recognising and celebrating achievements
- Diversity and partnership

### **Mission Statement**

Together with home and the community, we aim to provide a nurturing, challenging, high quality teaching and learning environment within a friendly, supportive multi-cultural setting. Encouraging children and staff to respect and value one another.

### **Philosophy**

Orchard School is committed to ideals of justice and equality. Our curriculum reflects and is enhanced by the cultural diversity of our pupils and staff. All pupils will have the opportunity to succeed regardless of disability, race, gender, culture or religion. The Governors totally endorse the Sandwell Metropolitan Borough Council's stand against discrimination and the implementation of their Equal Opportunities Policy.

### **Principles**

1. The school will provide equal access to broad relevant curriculum for all our pupils.
2. The school will seek to discipline and reward pupils fairly regardless of race, culture gender, religion or ability.

3. The school will endeavour to provide resources that are non stereotypical ideas and give a balanced view of gender, culture, religion, race and ability.
4. Pupils will be encouraged to develop positive attitudes about themselves to build on their self esteem.
5. Pupils will be encouraged to value other people and be sensitive to their need regardless of race, religion, culture, ability or gender.
6. All pupils and staff will be treated with dignity and respect.
7. Any discrimination will be challenged and steps taken to prevent the situation being repeated.
8. Issues of Equal Opportunities will underpin the curriculum and will be a shared responsibility.
9. All parents will have the opportunity to access the school for support and guidance Regardless of culture, race, gender, religion or ability.

## **Procedures**

### **Translation**

The school will endeavour to keep all parents informed. Where an appointment is made with a family whose use of English is not good the school will endeavour to acquire the services of a translator or to use expertise in school, to aid communication.

Staff will be expected to address Equal opportunities:

- In every aspect of curriculum
- In Assemblies
- In school ethos and organisation.
- In school rules

### **All pupils should expect:**

- To have access to a broad, balanced and relevant curriculum.
- To have equal access to relevant extra curricular activities.
- To access a range of resources and role models reflecting the cultural diversity of the school.
- To experience or gain knowledge about cultures or religions other than their own.
- To have access to an acceptable diet appropriate to their disability or culture.
- To have their work valued and displayed in school.
- To have equal access to all parts of the school environment.
- To have access to relevant role models.

## **Responsibilities**

- The Governing Body has the overall responsibility for ensuring equal opportunities in the school.
- Curriculum Co-ordinators will promote equal opportunities within their subject.
- Heads of Departments will promote equal opportunities within their department.
- The Senior Management team will have an overview of equal opportunities in the school.
- Issues relating to equal opportunities will be dealt with by the Senior Management team who will keep Governors informed.
- Classroom teachers are responsible for ensuring classroom practise and organisation reflects equal opportunities.

## **Equal opportunities within the curriculum**

The teaching methodology within the school provides pupils with opportunities to form their own opinions about themselves and others and can be directed to furthering understanding about people from other cultures and with disabilities which are different to their own. Drama, stories, literature, art music and topic work can be used to introduce these children to a range of cultures and reflect a range of disabilities and help them to explore their attitudes to themselves and others.

The curriculum provides a range of opportunities to learn from each other's life styles and they can share and compare their religious tradition and festivals.

Certain curriculum areas provide opportunities for ensuring for equal opportunities within the school, and staff need to be sensitive within these areas of curriculum to these issues.

## **Music, Art and Drama**

Within these areas of curriculum opportunities should be provided:

Regardless of age and ability to be involved in participating and experiencing in a range of musical, art and drama activities. It may be necessary for the school to purchase specialist materials and equipment for pupils to access these experiences.

Within the curriculum to reflect, listen to and participate in a range of culturally different musical and art activities.

## **P.E.**

Staff need to be mindful of the cultural constraints for pupils whilst undertaking work in this area of the curriculum. In particular the school will be sensitive to issues such as the type of clothing worn by female students during P.E. and swimming activities.

All pupils regardless of their disability should have access to a broad P.E./Swimming curriculum.

## **R.E.**

The R.E. curriculum provides the school with a wealth of opportunities to learn about the cultures and religions reflected in the school population.

The school will provide opportunities for pupils to reflect on other religious festivals other than Christian and to celebrate such festivals during the every day life of the school.

The Collective Worship Policy of the school reflects the need to ensure that the topics covered are not purely based on the Christian religions but reflect broad moral issues, which reflect the concerns of all religions.

## **P.S.H.E.**

Within the PSHE curriculum we should be providing:

Opportunities to experience a choice of foods and the customs related to the preparation and consumption of meals of different cultures around the world.

Reflect in our self-help curriculum the cultural differences and customs of our pupils.

Provide PSHE opportunities with the curriculum for all our pupils regardless of their level of disability.

## **Literacy and Language**

The school will provide access to a range of books, which will reflect the cultural diversity within the school.

The school will provide books, which reflect the different disabilities, found in our school community.

Although the majority of the communication work undertaken in the school is based around the English Language staff should be aware of the problems faced by pupils who as well as their disability are having to cope with being exposed to two languages.

## **Monitoring**

The policy will be monitored through the Senior Management team as part of the monitoring policy.

Monitoring will also be undertaken by the Equal Opportunities Governor.

March 2002

Reviewed Jan2007

Reviewed Jan 2014 – approved Governors 16-1-14