

This Policy was adopted by King's Ford Junior School and is currently being implemented by Iceni Academy.

ICENI ACADEMY Policy For Equal Opportunities

Introduction

At Iceni Academy we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy accords with legislation:

- Race Relations (Amendment) Act 2000;
- Disability Discrimination (Amendment) Act 2002;
- Sex Discrimination Act 1975.

Aims and objectives

At Iceni Academy we do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background. We promote the principle of fairness and justice for all through the education that we provide in our school.

We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone.

We challenge personal prejudice and stereotypical views whenever they occur.

We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

Disability non-discrimination

Some children in Iceni Academy may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to endeavouring to provide an environment that allows disabled children full access to all areas of learning.

In some circumstances teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

Gender equality

We recognise that in some subject areas the achievement of one gender is greater than the other. We are committed to seeing all individuals and groups of pupils making the best progress possible at King's Ford by eliminating gender biased resources and purchasing materials that interest and stimulate all.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve one gender's attainment do not do so at the expense of the other.

Leadership, Management and Governance

The whole school will be proactive in promoting racial equality, good race relations and in tackling unlawful discrimination. This will be achieved through the intercultural dimensions planned into school assemblies and lesson planning, through the school ethos in action, and through the wider curriculum planned.

We will encourage, support and enable all pupils to achieve at King's Ford Junior School.

We will create an environment which respects and values cultural, linguistic and religious differences.

Roles and Responsibilities

The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities and that the policy and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking appropriate action in any case of unlawful discrimination.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge and cultural bias and stereotyping; to support pupils in their class for whom English is an Additional Language and to incorporate principles of equality and diversity into all aspects of their work.

Visitors and contractors will be made aware of and expected to comply with the school's equal opportunities and race equality policy.

Policy Planning and Review

We will ensure that the principles and procedures above feature in all policies and practices, especially,

- Pupil's progress, attainment and assessment, including ethnic monitoring,
- Behaviour, discipline and exclusions.
- Teaching and Learning.
- Admissions and Attendance.
- The Content of the Curriculum.
- Staff Recruitment and Professional development.
- Partnership with Parents and Communities.

Monitoring and Evaluation

The Headteacher will collect, study and use quantitative and qualitative data relating to the implementation of this policy and report to the Governors' curriculum committee.

The progress and targets of ethnic minority children will be monitored on a termly basis.

School self reviews and policy reviews will include race equality impact questions and be used to inform planning and decision making.

Policy reviewed July 2011 Next review date July 2012

Headteacher

Chair of Governors

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