



## CAMERON HOUSE SCHOOL

4 THE VALE, LONDON SW3 6AH

### **POLICY FOR EQUAL OPPORTUNITIES**

#### **Status of the Policy**

This policy applies to all staff and pupils, including those pupils in the EYFS. It reflects the following legal requirements and guidance:

Equality Act 2010 (The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities)

The Education (Independent School Standards) Regulations, 2014

Special Educational Needs and Disabilities Code of Practice, 2015

Statutory Framework for the Early Years Foundation Stage (September 2017)

*Also see Cameron House Policies on SEN & EAL, Anti-Bullying, Behaviour and the PSHE scheme of work*

This policy reflects the belief that no one should receive be disadvantaged in any way on the grounds of race, gender, disability, sexual orientation, age, religion, colour, ethnic origin, home language, marital status or nationality.

#### **Aims**

Cameron House aims to

- promote mutual respect and tolerance
- create opportunities for all children to develop to their full potential.
- provide an environment where children learn from positive role models
- be responsive to different learning styles
- be aware of different family structures, backgrounds and values
- uphold the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Equal opportunities are rooted in the valuing of all individuals and the objective assessment of their strengths and weaknesses - leading to the identification of the help they most need to reach their full potential.

Equal opportunities practice, in its aim of responding to the particular needs of individual people, is consistent with general good teaching practice. Equal opportunities practice is, therefore, both concerned with motivating children and adults through valuing them and with meeting their particular needs through appropriate and varied learning techniques.

#### **School Practice**

A: Time for review and development

- Curriculum meetings and staff meetings include time to discuss issues relating to equal opportunities. The staff will either work on a curriculum area, school visit or on topics identified in advance by any staff member concerned.
- Areas for equal opportunities work will have equal standing in the use of school Inset days and in the provision of off-site courses for individual staff members

B: Maintaining development

A positive image will be maintained by:

- careful checking of all school documents and circulars to ensure non-discriminatory practice
- careful planning by all members of staff at Cameron House

C: Staff taking the lead as positive role models

- All staff will promote positive views to pupils - in line with agreed policy - and with support through regular consultation and appropriate information from Inset
- Candidates applying for teaching posts at the school will all be asked about equal opportunities - successful candidates should comply with our policy requirements. Equal opportunities commitment to be clearly stated to all applicants

D: Equality in curriculum provision

Each year the curriculum reviews will discuss how the planned provision has been enacted in terms of fostering equal opportunities. This will include how provision can be continually improved. (Where formal or informal activities are provided only for selected groups of pupils (e.g. sport) - a written statement will be required setting out the criteria for selection and the means and results of monitoring for equal opportunities and other outcomes.)

E: Developing classroom practice

- Share and improve knowledge of other cultures and of their contributions
- Check that topics are not dismissive of, or covertly prejudicial to, the roles of either boys or girls or of pupils of particular backgrounds
- Check all learning material for bias - establish a priority for replacement and to ensure comment on any prejudicial material while such resources remain in use
- Arrange ways of working with pupils in the classroom - to better ensure more equal attention for/involvement in the lessons for all pupils
- Ensure that classroom practice reflects an equal opportunities approach

F: The status and use of support staff

- The staff handbook to remain an up to date description of the role of all support staff
- Support staff to have clear line management and access to all necessary resources
- All staff are expected to accept support teachers as full partners in work with pupils

G: Monitoring procedures

Accurate and detailed information is essential in assessing equal opportunities practice.

- Classroom practice requires monitoring through:
  - developing the accuracy and objectivity of our pupil assessment procedures
  - developing pupils' own skills in accurate self-assessment.
- Equal opportunities to be a set item in the school annual reviews.
- Pastoral care needs to be kept as a written record. All incidents, including any racist and sexist issues are to be recorded by the teacher and either recorded in the teachers planning diary or in the child's file in the school office. These are discussed at Staff meetings and briefings. In line with the code of conduct, pupils will be encouraged to report any incident which hurts or makes them unhappy. All such reports (written and verbal) to be circulated as part of the school's commitment to high standards of pastoral care.

