Northgate Primary School

Policy for Equal Opportunities and Inclusion

Rationale

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values. At Northgate Primary School we believe all individuals are of equal value. Our intention is to enable all children to reach their full potential and to ensure full inclusion of all children in a broad and balanced curriculum

Aims

- To create an atmosphere in the school within which prejudice, discrimination and stereotyping of all kinds can be challenged and eliminated.
- To achieve well managed induction and transition procedures for all children as they progress through the school.
- To ensure our school is an effective learning environment with rigorous self evaluation, strong collaboration and effective planning for improvement.
- To prepare pupils for life in our increasingly multicultural society, within a safe environment free from harassment and discrimination.
- To develop a positive attitude towards people of all communities.
- To involve pupils in issues relating to equal opportunities through Class Circle Time sessions, enabling individual views to be heard and recognised.
- As far as possible to ensure full inclusion for all pupils in all activities, with every child included as a valued, responsible and equal member of our learning community, having equal access to a common range of experiences, both in and beyond the classroom.
- To work with support services, parents, carers and members of the community, to satisfy the wide range of our children's needs. To encourage open, positive partnerships in learning and remove all recognised barriers.
- To support strong, confident identities for all pupils and individual members of the community.

Objectives

- To review all policies regularly to ensure that each aspect of school life, whether a whole school issue or a curriculum subject, takes account of the specific ways in which equal opportunities must be offered.
- To recognise the uniqueness of each child and respond to personalised learning and flexible curriculum approaches.
- To ensure displays around the school reflect a variety of positive images which are free from stereotyping associated with gender, race or physical disability.
- To plan a collective worship programme, which includes opportunities to challenge prejudice, question stereotyping and enhance understanding of our multicultural society.
- To ensure playground use avoids domination of space by any particular group.
- To provide training and support in order to ensure that playtime supervisors uphold the principles of Equal Opportunities and Inclusion in their work with children.
- To ensure that sanctions used are the same for all pupils and applied equally.
- To encourage an understanding of the ways in which language can be used to stereotype and undermine confidence.
- To ensure publications reflect the commitment to inclusion, free of gender or cultural bias.
- To provide access throughout the school site for wheelchair users and people with other disabilities, where possible, with appropriate resources and support.
- To encourage and develop positive links with the local community.
- To ensure consistency of approach in dealing with sexual, religious or racial harassment or abuse and recording any incidents, whether actual or perceived.
- To celebrate differences and recognised diversity, challenging assumption and stereotypes.
- To make all visitors feel welcome.

Classroom Practice and Delivery

- Ensure equality of access to resources and equipment.
- Seek to build children's skills and confidence in areas where they may traditionally lack confidence.
- Ensure equal opportunities for talking and listening in class and group discussions.
- Create an environment in which children will work co-operatively in a range of groupings (by gender or ability, random or compatible) comfortably and with purpose.
- Provide all children with opportunities and experiences during their school life at Northgate Primary School that broaden and enhance their life experience.

Curriculum Planning and Design

- Review the curriculum and seek opportunities to address issues of equal opportunities.
- Ensure that multicultural issues are not presented in a tokenistic way.
- Be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language, eg only presenting images of Africa or India as poor and rural.
- Draw examples from many traditions and recognise Britain's diverse cultural background.
- Help children explore the idea of "stereotyping" in order to be able to make more informed choices in relation to their identity (gender, ethnic or cultural background, disability).
- Be aware of the balance of gender roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or artists', composers', authors' work etc as a focus for a curriculum area.
- Enable each learner to have access to a curriculum which is broad, balanced, inclusive and differentiated, with pupils able to achieve their unique potential.

Responsibilities

We recognise that all children on roll are the responsibility of all the staff in the school and all have a responsibility in creating a healthy learning environment.

All staff are responsible for ensuring that their area of responsibility within the life of the school is fully inclusive. The Headteacher is responsible for ensuring that this is the case.

Policy Review

This policy will be reviewed on a regular basis. The Headteacher is responsible for its implementation and the monitoring of its effectiveness.

Policy Reviewed by:	Katie Penny
Signed:	Chair of Governors
Dated:	