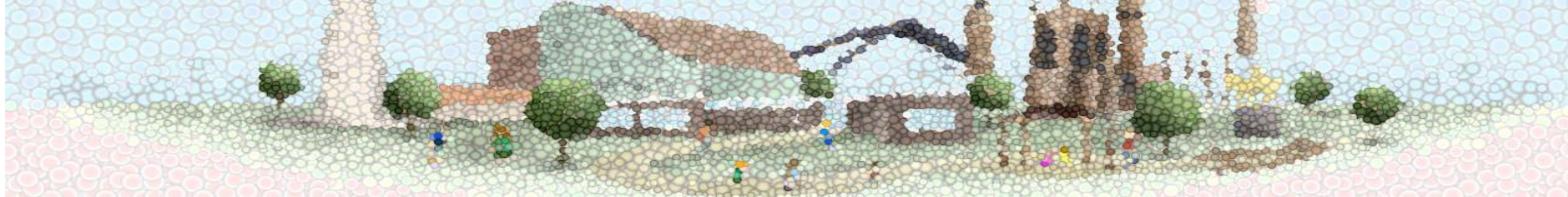


# Sherbourne Fields School Equal Opportunities Policy



SHERBOURNE  
FIELDS



## **RATIONALE**

At Sherbourne Fields School we operate on the premise that every member of the School community is equally important and has equal rights.

The School is committed to equality of opportunity and aims to provide an environment where all adults and children can realise their potential, professionally, academically and socially to maximise their contribution to the school and the wider community.

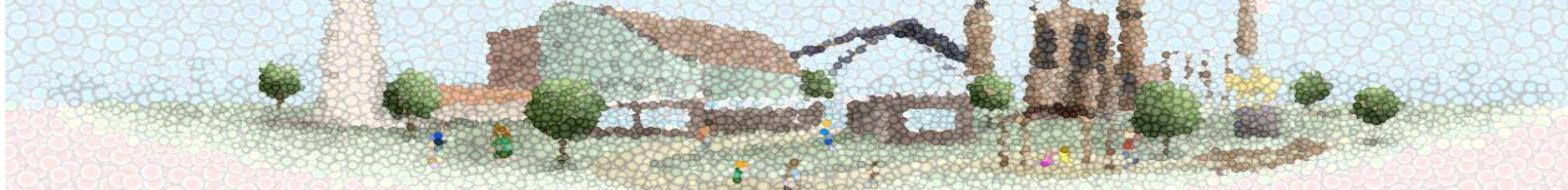
The Policy offers a framework of support for all individuals irrespective of race, gender, disability, economic status, sexual orientation, age, trade union, political or religious belief or responsibility for dependents.

## **PHILOSOPHY**

The School is opposed to all forms of prejudice and is committed to principles of human equality and dignity and to promoting tolerance and empathy as a means of eradicating all forms of prejudice. We recognise that the implementation of our Equal Opportunities Policy is the responsibility of all members of the School.

## **GENERAL AIMS**

- To create an ethos which is caring, free from prejudice and discrimination and allows consideration, respect and value for all.
- To operate in ways which will positively assert peoples' rights to equality of consideration and opportunity.
- To take action on behalf of those who come from a disadvantaged position or under-achieve.
- To address and remove obstacles which prevent all members of our School community from gaining access to appropriate learning opportunities and benefitting from them.
- To review our resources regularly, reflecting our belief in equality.
- To raise awareness and challenge myths, stereotypes, language and misconceptions relating to equal opportunities.
- To take action through a referral process on any matter of inequality.
- To ensure that all written School Policies address equality of opportunity.

- 
- To ensure that dimensions of equal opportunity are reflected in other documentation and the School's Development Plan.

## **POLICY & PRACTICE**

It is the intention that the Policy embraces Equality of Opportunity for the whole school community.

To ensure we give due consideration to all areas and members of this community we examine our practice under the following headings:-

1. Whole school;
2. In the classroom;
3. The hidden curriculum;
4. School and the wider community.

### **1. Whole school**

The School has an Equal Opportunities Co-ordinator who attends Equal Opportunities related meetings and courses, relaying information and resources to other colleagues in school. The Equal Opportunities Co-ordinator is a member of the Senior Management Team.

Cover is provided for the Equal Opportunities Co-ordinator to access centre-based INSET.

There is a small Resource Bank of Equal Opportunities materials and information in the Staff Work Room.

Job descriptions reflect the responsibility and commitment to Equal Opportunities.

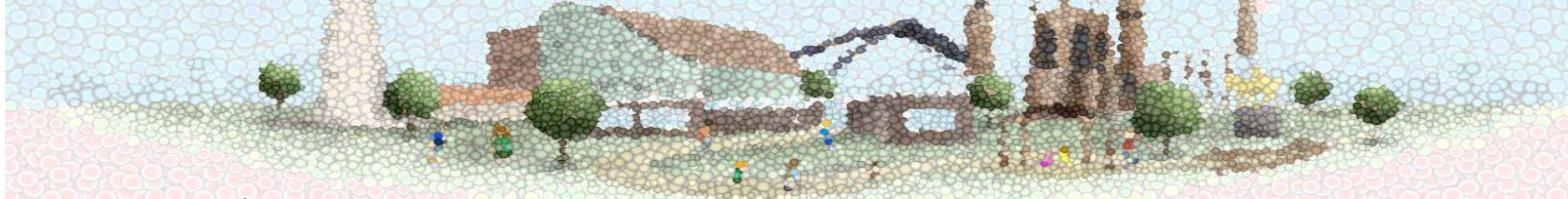
Non-tutorial staff are made aware of Equal Opportunities issues by working as members of class teams. The team approach is positively encouraged at Sherbourne Fields School.

Any In-Service Training regarding Equal Opportunities issues will be addressed by Equal Opportunities Co-ordinator and member of staff responsible for staff development. All staff will be encouraged to attend.

There will be in-service organised to meet the training needs of any of the school's staff as required or as may become necessary.

Systems exist within the school for gathering and monitoring information in terms of gender, ethnicity and disability e.g.:-

- exam results;
- school population;
- Post 16 courses;



- exclusions;
- staffing structures;
- management structure;
- staff INSET (Centre and school based)

Commitment to Equal Opportunities is reflected in systems and procedures e.g.:-

- registers;
- seating for assemblies etc

Events are organised to celebrate and raise awareness of other cultures and other Equal Opportunities issues.

Our curriculum model allows equal access, breadth and balance.

Policies address Equal Opportunities dimensions.

Schemes of work address Equal Opportunities dimensions.

Support services are consulted and used as required.

Children of families of non-European origin share the support of a specialist Minority Ethnic Support Teacher two days each week.

## **2. Classroom**

Teaching and learning styles reflect an awareness of Equal Opportunities issues.

Positive intervention strategies address and encourage Equal Opportunities issues, wherever possible e.g. seating, grouping and resources.

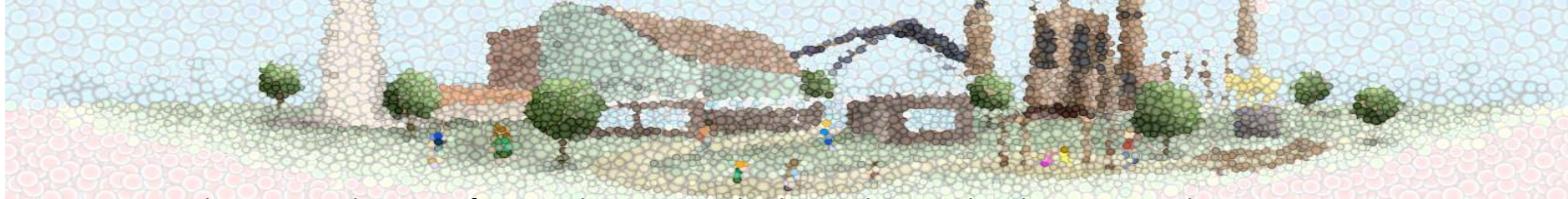
Cross-curricular work in the students' books and on display reflect a positive approach to Equal Opportunities.

## **3. Hidden curriculum**

Extra-curricular activities are available to meet the needs of different groups within our School community. These include the youth clubs, after school club, lunchtime clubs, holiday clubs and play schemes.

Pupil relationships with peers and adults show an awareness of Equal Opportunities issues.

There is an absence of racist abuse in pupil/pupil relationships in classroom and playground areas.



There is an absence of sexist abuse in pupil relationships in the classroom and playground areas.

There is an absence of homophobic abuse in pupil relationships in the classroom and playground areas.

There is an absence of graffiti on buildings and on exercise books reflecting prejudice.

Wall displays reflect the cultural diversity of our society.

Wall displays show non-stereotypical image of gender roles.

#### **4.School and the wider community**

The school's commitment to its links with other schools is reflected in the organisation of classes in year groups.

This not only makes the experiences of our students the same as their peer groups in mainstream school but facilitates the integration of some students into the mainstream system.

The Primary Department have opportunities to share experiences with their mainstream peers and currently link with a local primary school.

Some senior students link at secondary level offering those students access to a broader range of facilities and the opportunity to develop new social relationships.

Two members of the Senior Management Team have responsibility for links with mainstream schools and for developing a formal process of integration if it is felt by all concerned that the needs of the individual student could be successfully met in the mainstream system.

The staff responsible continue to offer support to those students, mainstream staff and the child's parents. There is close liaison to appraise and review the situation.

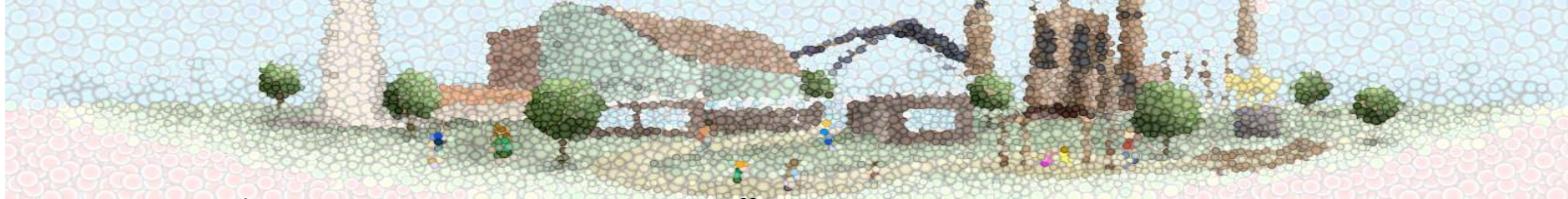
When students enter Year 9 they become involved in processes which will help them consider their options for the future. These include:-

-action planning from Middle School;

-Work related Curriculum - a staff team are responsible for the development of positive opportunities;

-students are involved in Young Enterprise and Schools Challenges initiatives;

-there is a careers structure, involving formal meetings with the student, parents and



Quality Careers Service Representative staff;

-staff use their initiative and contacts to address ways in which our students can make a contribution back into the community. This reflects our confidence in the active part these young people have to play;

-visits to colleges of Further Education will enable some students to make decisions about Work Experience placement;

-there are processes in place which address a cross-phase approach to developing links with the world of business service, industry and commerce;

-the school is committed to giving all its students the chance to take an active part in their own learning and to make decisions on their own priorities.

The school addresses these issues through:-

- (a)The Record Of Achievement process;
- (b)action planning;
- (c)a system of differentiation and individual programmes of work;
- (d)Personal Needs Programme;
- (e)Personal and Social Education;
- (f)City & Guilds accredited courses;
- (g)work-related curriculum;
- (h)supported self-study (Flexible Learning);
- (i)the school's Student Body/Council.

All teaching and non-teaching staff are supported by a system of appraisal. Other staff have the opportunity to speak in confidence to the Headteacher regarding personal and/or work-related issues.

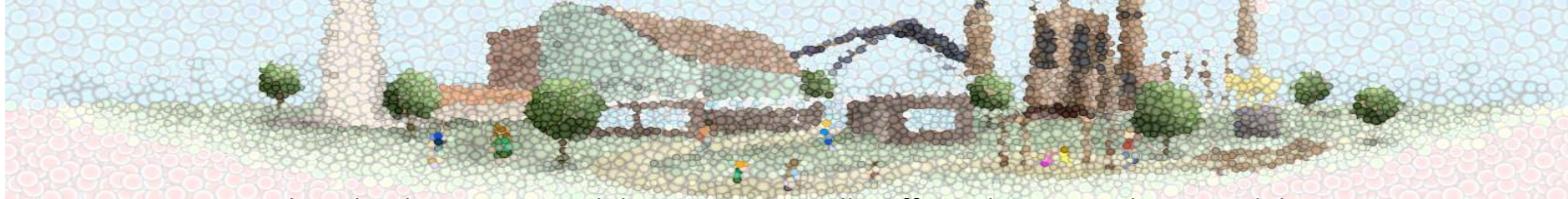
## **MANAGEMENT, MONITORING AND EVALUATION**

Having been approved by the Governing Body of the school this policy will be regularly monitored by that group.

Equal Opportunities objectives will be addressed in the annual review of the School Development Plan where priorities will be identified and targets for short and long term action.

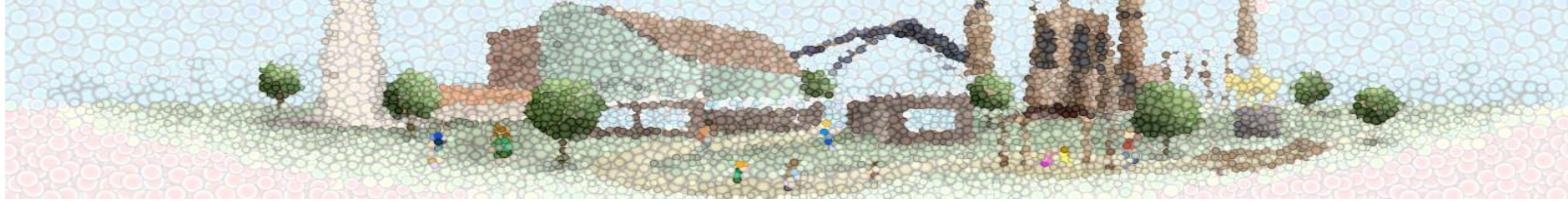
The Equal Opportunities Co-ordinator will discuss equality issues both as an immediate response to an issue and on a regular basis with the head teacher and/or the Senior Management Team.

The Equal Opportunities Co-ordinator will provide advice and support to all colleagues



across the school community whilst encouraging all staff to take personal responsibility for the implementation of the Policy.

The Equal Opportunities Co-ordinator will liaise with the Staff Development Co-ordinator to make provision for ongoing professional development on Equal Opportunities and to ensure that the funding of areas in the Development Plan Review is consistent with Equal Opportunities priorities.



## REVIEWING THE POLICY

The policy will be reviewed every three years, unless circumstances dictate that it should be reviewed sooner. The policy will be reviewed and revised by the Head Teacher and approved by the Governing Body.

Signed:

Jayne Garner – Chair of Governors

Shivaun Duffy Moriarty – Head Teacher

**September 2016**

Date for review: **September 2019**