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Person Responsible	Headteacher
Approval/Review Body	Executive
Frequency of Review	12 months - Policies will be reviewed more frequently if legal changes or good practice require

INTRODUCTION

Esland school is committed to the active promotion of pupil welfare and the promotion of equal opportunities. This is not only fundamental to the aims and ethos of the school, but also in accordance with our duty to promote Fundamental British Values (FBV).

As a school, we welcome applications from children with diverse needs and backgrounds, regardless of race, ethnicity, religion, sexual orientation, disability, learning difficulties, body image or social background. In this regard, the school seeks to assess individual needs to determine how best the school can respond in both learning and welfare terms. Where the school feels it cannot meet assessed needs, it will work with parents, carers and others to find suitable alternative provision. Our primary aim is to provide good quality education and to meet the welfare needs of our pupils. This approach also enriches our community and is vital in preparing all our pupils for the world in which they will eventually live and work. In summary, we are focused on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feel valued for who they are and might become, and can flourish.

As a specialist school it is possible to focus on individual learning and welfare needs and enable children to be exposed to as wide a range of cultural experiences as possible whilst they are developing. All lessons and school activities provide opportunities for pupils to learn about the world around them and the situations of different people in different communities and cultures. Staff are encouraged to use lessons and activities in imaginative ways to draw out discussions and ideas about history, culture, faiths and tolerance.

CODE OF CONDUCT

The staff team play an active role in monitoring the implementation of the school's policy on equal opportunities. Use is made of Morning and Afternoon Reflection, assemblies, PSHE, RE, Drama, Media and English and other lessons to:

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- Promote tolerance of each other and respect for each other's position within the school community.
- Promote positive images and role models to avoid prejudice and raise awareness of related issues.
- Foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures.
- Understand why and how we will deal with offensive language and behaviour. (See Behaviour Management Policy 003).
- Understand why we will deal with any incidents where this policy is not being consistently applied promptly and sensitively.

Harassment in all its forms is unlawful and unacceptable; our Anti-Bullying and Cyberbullying Policy (002) contains clear procedures for dealing with such discrimination.

A successful equal opportunities policy requires strong and positive support from parents, care workers and guardians, and full acceptance of the school's ethos of tolerance and respect.

MONITORING

Esland School monitors its equal opportunities policy regularly and reports to the Governors in order to ensure its effectiveness in day-to-day practice. As part of that process, we invite all parents/carers of candidates and staff to complete an anonymous monitoring form. (The form uses the same ethnic categories as the Government uses in the national census). Completed forms are separated from any other material that might identify the individual child or adult. The purpose of monitoring is to help the school to apply this policy and adapt it as needed to ensure equal opportunities are actively promoted at all times.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

All students attending the school with EAL will receive additional support to ensure that they can access the curriculum effectively.

At Esland school we aim

- To be proactive in removing barriers that stand in the way of our EAL learners learning and success.
- To meet our responsibilities to our EAL learners by ensuring their equal access to the National Curriculum (and other education opportunities) and the achievement of their education potential.
- To provide our EAL learners with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives - School

- To ensure that all our EAL learners participate in the life of the school, and gain access to appropriately planned and prepared mainstream and National Curriculum provision.
- To ensure that our EAL learners attain National Curriculum levels and public examination grades appropriate to their abilities.
- To seek, and make use of, appropriate advice, guidance, support and training.
- To assess and monitor progress of our EAL learners' acquisition of English; of their general achievement; of their attainment in public examinations/end of key stage assessment.

Objectives - Learners

- To give EAL learners the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give EAL learners the knowledge and skills to use English to understand and produce written texts.
- To give EAL learners the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

Underlying Principles

1. Our EAL learners are entitled to opportunities for educational success that are equal to those of our English speaking learners.
2. EAL learners are not a homogenous group; their needs vary according to a range of factors. We aim to provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.
3. Well-planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL learners,
4. The multi-lingualism of our EAL learners enriches our school and our community.
5. To become fully competent in the use of curriculum/academic English is a long process; learners require long-term support.
6. Having a home language other than English is not a "learning difficulty". EAL learners are not placed on the SEN register or taught in a lower ability class unless they have special educational needs.

REQUESTS FOR VARIATION IN THE SCHOOL UNIFORM

We welcome pupils of all faiths and offer the opportunity for non-Christians to practice their own faiths. However, parents and carers should be aware that all

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pupils are required to wear the school's uniform. The Headteacher will consider written requests from parents/carers for variations in the uniform on religious grounds and may take external advice, and will normally arrange to meet with the parents to discuss the implications of such a request.

Disability

The school will conduct disability and access assessments of the school in order to comply with current legislation relating to the rights of people with a disability. The school will work with parents, carers and agencies to help pupils with disabilities with specific needs and to enable them to enjoy the benefits of school life.

Governance and Leadership

The Governors, Headteacher and the senior leadership team, play an active role in monitoring the implementation of the school's policy on equal opportunities.

COMPLAINTS (See school Complaints Policy)

Everyone in the school has a responsibility to ensure that this policy is fully implemented in the interests of our pupils. If any issues are raised these will be dealt with in accordance with this policy. Additionally, parents, carers and pupils have the right to use the complaints process to raise any specific concerns and these will be fully investigated without delay.