

Redcliffe Gardens School

Equal Opportunities (Pupils) Policy



Reviewed: SG May 2022
Prep School Committee: May 2022

Next review by: July 2023

This policy applies to the whole school including the EYFS.

1. General Statement

- 1.1. Godolphin and Latymer Redcliffe Gardens School is committed to providing equality of opportunity for all who are associated with the school. We believe that no pupil, family or member of staff should be excluded from our activities on the grounds of race, religion, colour, nationality, ethnic or national origin, disability, age, sex or marital status, gender reassignment or sexual orientation. The school recognises the wide range of special needs of the individuals in the community, and will consider what part it can play, in meeting these needs.
- 1.2. Childhood is an important time for developing awareness, and the school therefore encourages a humanitarian attitude towards racism, class, sexism and disability, by promoting an understanding of cultural and physical diversity. The activities within the school offer the pupils opportunities to develop self-respect, and respect for other people, not only in their immediate environment, but in society as a whole. Our Admissions Policy ensures that children from a divergence of backgrounds are welcomed. We have a Learning Support Lead who works with all teachers including those in EYFS.

2. Equal Opportunities in the Curriculum

- 2.1. The curriculum offered encourages all children from the EYFS upwards to work co-operatively and to value each other. They are inspired to develop caring attitudes towards others, to broaden their understanding and to challenge prejudicial and discriminatory views and intolerance. The learning environment offers each child the chance to respond to new and exciting stimuli, and enables them to pursue their own interests. The breadth of the curriculum offers maximum choice to individuals in terms of access to equipment, space, use of time and opportunities for collaboration.
- 2.2. All the subjects in the curriculum are available to every child and every child will experience equal opportunities within lessons. Although children follow sequential patterns of development, every child is unique and is viewed as an individual with specific needs that must be met at appropriate stages. Mutual respect between pupils and staff is of paramount importance to ensure a happy, well-disciplined social environment; a good attitude towards each other, and adults, is fostered.

3. Learning Enrichment

- 3.1. The aim of the school is to identify children with special educational needs at an early stage and to work in partnership with the parents in order to, wherever possible, integrate them within their correct peer group. (See the school's Special Educational Needs and Disabilities Policy).

4. Opportunities for all

- 4.1. IN SPORT – it is the intention of the school that every child should have a chance to experience all sporting activities within the curriculum, and take part in a variety of competitive events.
- 4.2. IN MUSIC –there are opportunities for all pupils to be involved and to experience a range of activities. All children participate in school choir and have 2 music lessons per week
- 4.3. CLUBS and extra-curricular activities are open to everyone, depending on availability.

- 4.4. DRAMA – offers a great deal of scope to all pupils and open assemblies give all children the possibility of performing in front of an audience and experiencing success. The Lower School Nativity Play involves every child in EYFS and Y1. The Spring Term musical productions involve every child in the KS1 and Lower KS2 (Years 1- 3), and the Summer Term musical production involves all children in Upper KS2 (Years 4-6). Musical productions involve everyone from EYFS Nursery up to Y6.
- 4.5. PSHCE – Our Personal, Health, Social, Citizenship, Economic Education curriculum offers all children opportunities to reflect on diversity of backgrounds and the needs of others in society. Children are encouraged to share their personal experiences and respect other groups in society as included in the fundamental British values which the school espouses.
- 4.6. In RELIGIOUS EDUCATION lessons and Assemblies, great care is taken to ensure that all pupils are made aware of, and are sympathetic to, the needs of others, whether through the study of diverse cultures or from a moral stand. Discussions form an important part of these sessions and the children are encouraged to contribute and to question.

5. Partnership with Parents and the Community

- 5.1. All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all. Parents are asked to give information about pupils' ethnicity, first language, religion, physical needs, diet etc. on admission forms.

6. Pupil Attainment and Progress

- 6.1. Our aim is to ensure all pupils achieve standards of the highest levels. Pupil achievement is monitored via formal and informal procedures. Any indication of high learning potential is flagged up and again addressed through targeted curriculum planning, teaching and support. The school will ensure, where possible, that assessment is free of cultural and social bias. Pupils are encouraged to take responsibility for their own learning. Progress reports to parents are accessible and appropriate, in order to ensure all parents have the opportunity to participate in the dialogue.

7. Attitudes, Behaviour, Personal Development and Attendance

- 7.1. The school promotes positive approaches to difference, fostering respect for people and property. Language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, will not be tolerated. There is high expectation of all pupils with regard to behaviour and attendance. All forms of harassment, including racism, sexism, extremism in any context and homophobia, are dealt with in line with the school's disciplinary procedures. Pupils, staff and parents are made aware of procedures should incidents of harassment arise. The school works in partnership with parents to tackle specific incidents of harassment and to develop positive attitudes to difference. It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. Pupils are encouraged to become independent and to take responsibility for their own behaviour.

8. Teaching

- 8.1. All pupils are encouraged to become responsible for their own learning. Teaching is responsive to pupils' different learning styles in order to engage all pupils. The teacher ensures that the classroom is an inclusive environment in which pupils feel all contributions are valued. Where groups or

individuals are marginalised, the teacher takes positive steps to include them. Teaching styles include collaborative learning so that pupils appreciate the value of working together.

- 8.2. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks. Pupil grouping in the classroom is planned and varied. Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas.

9. Curriculum

- 9.1. The curriculum builds on pupils' starting points and is differentiated appropriately for pupils with English as an additional language and for Gifted and Talented pupils and those with other Special Educational Needs. The content of the curriculum values cultural diversity. The curriculum encourages pupils to explore bias and to challenge prejudice and stereotypes. All subjects aim to contribute to the spiritual, moral, social and cultural development of all pupils. Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture. Informal events are designed to include the whole school community.