



Sunderland High School

The best in everyone

Equal Opportunities

This is a whole school policy for pupils.

Sunderland High School has adopted and adheres to the UCST Group's Equal Opportunities Policy for staff. This is issued as a separate document, and is also available on the UCST HR website.

This is a key policy of Sunderland High School. It applies to all members of the school community including those in our EYFS setting. The policy is available to all parents, prospective parents, school governors, members of the UCST Board and ISI Inspectors. This policy is available in printed form upon request or it can be accessed and downloaded via the school's website, www.sunderlandhigh.co.uk. By contacting either Mrs E. Martin (school registrar, 0191 5677674) or Miss C. McArdle (Junior School Secretary, 0191 5143278) additional copies of the policy can be made available. In addition, larger print copies can also be produced upon request.

Sunderland High School seeks to implement this document through adherence to the procedures set out in the rest of this document.

This policy should be read in conjunction with the school's policies on Behaviour and Discipline, Anti-Bullying, Admissions and the PSHE Schemes of Work.

This policy and the effectiveness of the inclusive practices at Sunderland High School are reviewed annually by the school's Local Governing Body and as events or legislation change requires. The next scheduled review date is September 2011.

Policy Statement

In line with UCST standards, Sunderland High School is totally committed to avoiding all sorts of discrimination as set out in the UK Equality Act (2010). This applies to pupils (including those in our EYFS setting), parents and staff members and includes discrimination on the grounds of: age, religion or belief, physical ability or disability (including HIV status); learning ability or difficulty; race (including colour, nationality, ethnicity, family or linguistic background); marital status and civil partnership; sex; sexual orientation; trade union membership; part-time and fixed-term working; gender reassignment; pregnancy and maternity.

We recognise that the School has a responsibility to ensure positive attitudes to diversity and difference, not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. Thus, as a school we are committed to broadening the personal, educational and vocational horizons of all our pupils. We are mindful of the EYFS Statutory Framework

Sunderland High School Nursery works in accordance with all relevant legislation and is committed to the whole school policy on equal opportunities. Staff at this nursery believe in promoting equal opportunities for everyone and value diversity in children, parents, carers, staff and visitors. We believe that all children have an entitlement to have equal access to a broad balanced, relevant and differentiated curriculum. All EYFS staff strive to ensure that our children develop self-confidence and high esteem whilst recognising and valuing differences between themselves and others. The diversity of individuals and communities is valued and respected. No child or family is discriminated against.

All children, including those who are disabled or have special educational needs, will be included, valued and supported by the School, and reasonable adjustments will be made for them, both in the curriculum and in extracurricular activities. Support will be given as appropriate to enable pupils to access the curriculum, and adjustments may be made to the curriculum for individual pupils. Every reasonable effort will be made to enable pupils to access extracurricular activities and trips.

We are committed to working with parents and with other agencies so that we can meet the needs of our children. The SEN Code of Practice is put into practice in the school as appropriate in the Early Years Foundation Stage. The Junior School's Special Educational Needs Co-ordinator is Ms Allyson Eden. The Senior School's Special Educational Needs Co-ordinator is Mrs Jackie Robson.

We are committed to ensure that all school documents, policies and procedures demonstrate a commitment to equal opportunities and will avoid inappropriate discrimination of all forms.

We value each pupil as an individual and we promote and value diversity and difference. We encourage members of the school to value and respect others through the PSHE programme, through Assemblies and through our Religious Studies programme. Our pupils are made aware that inappropriate attitudes and practices will be challenged, and that sanctions will be applied as described in the School's Behaviour Policy.

Sunderland High School is proud to be a diverse community. Appropriate provision or exemption is made, where feasible and desired, for pupils with special dietary, dress or religious observance requirements or needs because of their religious or cultural background. Thus, the Catering Team is committed to meeting with pupils and parents to discuss how individual dietary needs may be met; reasonable adjustments may be made to uniform requirements; pupils may be excused from Assembly or from our formal Church Services.

We are committed to assisting minority groups within the school to integrate, and we are committed to support those who may not 'fit in'. We offer culturally sensitive and appropriate support for those for whom English is not their first language, as described in our English as an Additional Language Policy.

We are committed to working with the whole school community, with parents, staff and with other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent any repetition.

We recognise that SHS staff are also covered by the UCST Equal Opportunities Policy.

We are committed to ensuring that all pupils have the opportunity to experience a challenging and enjoyable programme of learning and development. It is the school's aim to give every pupil an equal chance to develop and fulfil their potential. Sunderland High School values the contribution that each pupil can make to the school, and has as its aim 'To bring out the best in everyone'. We aim to equip all pupils to fulfil their potential at school by enabling them to discuss and develop their own qualities and abilities and become confident and efficient learners. We encourage children to value and respect others.

We are committed to meeting the individual needs of our pupils by ensuring that we have an understanding of, and by responding to, our pupils' learning needs; by differentiating our teaching; and by catering for a range of learning styles as described in our Teaching and Learning Policy.

Sunderland High School seeks to implement this policy through adherence to the procedures set out in this document.

Whole School Procedures

Monitoring

The Head, or a person assigned to take responsibility for the application of this policy, will review, monitor and evaluate the effectiveness of the inclusive practices described in this Equal Opportunities Policy. All employees should be aware of the policy and are expected to apply the policy in their duties at the school.

Areas to be Monitored

The school will monitor the following areas of school activity to ensure equality of opportunity for all:

- Pupils' achievement and progress
- Curriculum, teaching and learning (including language and cultural needs)
- Assessment
- Pupil behaviour, discipline and sanctions (including an analysis of incidents of bullying)
- Admissions procedures

School documents will demonstrate a commitment to equal opportunities and will avoid inappropriate discrimination in all forms. Monitoring will take place at least annually. Inappropriate attitudes and practices will be challenged in line with the school's behaviour policy.

However it is the responsibility of **all** staff to promote equal opportunities throughout Sunderland High School by:

- Encouraging children to recognise their own unique qualities and the characteristics they share with other children.
- Working with families to ensure that individual information is gained for each child about such things as family customs and beliefs, home language, dietary requirements etc.
- Monitoring the curriculum and use of resources to ensure a broad and balanced curriculum that reflects our culturally diverse society and which is suitable for both active and more passive children.
- Promoting an anti-bias curriculum to actively challenge negative feelings towards and stereotyping of others. In the nursery, for example, this will be partly through using dolls, puppets and books to tell stories which help children to question their own feelings and views and to promote a sense of justice and fairness.
- Challenging negative comments from both children and adults.
- Providing a range of equipment which reflects a diverse society such as dual language books, home corner equipment which reflects a range of home cultures, stories which reflect the diversity of our society, small world equipment etc.
- Celebrating a wide range of cultural festivals using appropriate teaching materials.
- Writing notices in a variety of community languages.
- Ensuring that all staff receive appropriate training
- Making provision of this policy to all pupils, staff and parents including those of prospective parents via school office and website.
- Working with outside agencies (Sunderland LEA, Sunderland CAHMS, Educational psychologists, dyslexia specialist (based in school), NHS, occupational therapists and trade unions) to support the endeavour of the school in serving the needs of all pupils, parents and staff.
- Discussing, where appropriate, equal opportunities at staff and leadership meetings.
- Delivering the message of equal opportunities within PSHE, the wider curriculum and through extra curricular programmes.
- Making equal opportunities a key focus of school assemblies, school visits and discussing the importance of kindness, care and unconditional respect for members of the school and the wider community.
- Meeting the specific needs of individuals by working closely with specialist outside agencies and parents.
- Monitoring the needs of pupils through the Pupil Forum group and PSHE
- Ensuring that different faiths are studied in RE, the music, humanities and other schemes of work embrace a variety of cultures.

- Including the identified special needs co-ordinators in discussing pupil needs and progress in various meetings and with external agencies where specialist support is required.
- Ensuring the all key school documents refer specifically to this document and to the UK Equality Act (2010).

Policy revised January 2011