



## **EQUAL OPPORTUNITIES**

### **STATEMENT OF INTENT**

Riverside School recognises that there are inequalities in society, as a result of which, certain individuals and groups of people have suffered discrimination.

As a school, we are committed to:

- upholding policies and practices which support equality for every child and member of staff
- providing the highest standard of education for every pupil
- challenging any behaviour or language which could undermine our ethos of equal opportunities for all
- maintaining an ethos and curriculum which reflect and promote the richness and diversity of our children's backgrounds
- providing appropriate support for pupils and staff with disabilities.

### **STATUTORY REQUIREMENTS**

The Equality Act 2010 replaced all existing equality legislation and consolidated past legislation. This act applies to all maintained schools.

The Equality Act 2010 states that schools "cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation". This is extended to other persons with whom the pupil is associated.

### **AIMS AND OBJECTIVES FOR THE DEVELOPMENT OF EQUAL OPPORTUNITIES**

At Riverside we aim to:

- enable all pupils to have equal access to the curriculum
- value and respect the diverse linguistic and cultural backgrounds of our pupils and staff and teach our children to do the same by encouraging them to value and respect each other
- challenge stereotypes and discrimination based on gender, disability, race or sexual orientation
- promote equal opportunities through all curriculum areas
- monitor the workforce and positively encourage applications from unrepresented ethnicities.

### **ROLES AND RESPONSIBILITIES**

1.1 The role of the senior staff includes:

- supporting class teachers in the planning and delivery of the curriculum and, as appropriate, teacher assessments, baseline assessments and end of key stage SATs.
- monitoring and accessing the provision of the National Curriculum/the Foundation Stage Curriculum
- implementing the Equal Opportunities policy throughout the school
- monitoring planning, teaching and learning through observations

- being responsible for the provision of INSET, to meet the needs of the whole staff and individual teachers
- setting and implementing Equal Opportunities objectives within the School Improvement Plan
- organising and managing Equal Opportunities resources in accordance with the School Improvement Plan, the National Curriculum and the Foundation Stage Curriculum
- analysing the schools tracking data and SATs results
- monitoring displays and ensure a high profile for equal opportunities throughout the school
- organising relevant interpreters for parent teacher meetings as required
- organising and arranging parents' meetings on equal opportunities issues as required.

## **PROCEDURE**

2.1 We promote equal opportunities for, and to have high expectations of, all pupils irrespective of age, race, gender, background, physical ability, intellect and special educational needs.

2.2 The policy foreword contains a specific statement relating to Equal Opportunities. The policy foreword should be read with every school policy.

2.3 We monitor results based on gender and EAL to provide support for those groups that are underachieving. This means providing individual and specific targets where appropriate. Differences in attainment are addressed, where appropriate, in the following ways:

- differentiated tasks and resources
- additional experiences
- learning support
- extended time allowances.

2.4 We monitor equality and diversity within the workforce by:

- reviewing the workforce in terms of race, gender, age and disability
- monitoring applications and those who are leaving
- reviewing promotions, restructuring, and any disciplinary action in terms of ethnicity.

2.5 At Riverside, we respond to the diverse learning needs of the pupils in our care. We strive to overcome potential barriers to their learning and have high expectations of all pupils.

## **SPECIAL EDUCATIONAL NEEDS**

3.1 The Code of Practice sets out the relevant requirements to support pupils with a Special Educational Need and/or Disability. You can access the guidance using the link [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf).

3.2 The special educational needs of pupils are fully discussed with parents. Decisions are made in consultation with parents to provide the appropriate curriculum and support for all pupils to achieve their full potential in all areas of learning.

3.3 Lessons are differentiated by the class teacher according to the needs of individuals within the class to ensure all pupils have equal access to the curriculum and resources. The co-ordinator is able to support the class teacher in assessing the provision required for pupils to achieve success.

3.4 When particular problems arise, curriculum leaders are consulted. Learning support teachers and/or SENCO are involved if understanding and/or language are seen to be a contributing factor. This may lead to extra support from an additional adult (e.g. Classroom Assistant, Learning Support teacher) during lessons or in groups.

3.5 A personalised learning programme is written for pupils with special educational needs in consultation with the Headteacher, the SENCO, appropriate TAs, the class teacher, parents, the EAL teacher and/or the Gifted and Talented Leader. Personalised learning programmes set out specific targets and are reviewed regularly. They are used to support planning, teaching and learning.

3.6 It is equally important to assess the achievements of well-able pupils and deliver an appropriate, challenging curriculum to support their learning. They are given opportunities to discuss and extend their skills and knowledge. In consultation with the Headteacher and the Gifted and Talented Leader, differentiated activities can then be set to encourage, provide and promote achievement at a higher level.

*For further information please refer to the Special Educational Needs/ Gifted and Talented Policies.*

## **SPECIAL FEATURES**

4.1 Once a year a special event is organised to celebrate various cultures and traditions. This is part of Southwark's Black History Month celebration and is called "Heritage Week" at Riverside. All pupils in the school have the opportunity to attend any performances and/or workshops. Activities and visits are followed up in class and in assemblies. Literacy plans reflect this with a focus on the achievements of diverse authors. Photographs and work relating to these occasions are kept in school as a record of events.

4.2 Equal opportunities are promoted in all areas of the curriculum and school life. It is essential that senior managers work closely with all staff and pupils to maintain an ethos and curriculum that supports equal opportunities for all.

4.3 Dual language books can be found in the library, in classrooms and with the EAL teacher.

## **RESOURCES**

5.1 INSET improves knowledge, teaching skills and informs staff of new developments, techniques, teaching strategies and research. It can provide support, renew enthusiasm and strengthen links with other schools and outside agencies.

5.2 Provision of Equal Opportunities INSET is a fundamental element of the School Improvement Plan. INSET may be school-based or teachers may attend courses provided by external agencies.

5.3 At Riverside we access interpreters to accompany families at parents' meetings, any formal meetings (e.g. a Special Needs Review). In certain circumstances we extend this to deal with social issues, such as housing, to support families in difficult situations.

## **MONITORING**

6.1 Statutory and non-statutory monitoring of Equal Opportunity is fundamental in providing an environment that values diversity and promotes inclusion. At Riverside there are regular monitoring procedures that take place throughout the year.

6.2 The EAL teacher maintains a portfolio with all information regarding ethnicity and languages spoken.