St Ives School

Haslemere

Equal Opportunities

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Statement

At St Ives School we recognise our 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. We understand the importance of providing a challenging and enjoyable programme of learning and development and we undertake to make reasonable adjustments to enable all to participate in our programme of learning.

In line with United Learning standards, St Ives School is totally committed to avoiding all forms 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.'

Appropriate provision or exemption is made, where feasible and desired, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural background. St Ives School is committed to working with the school community, with parents and with other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent any repetition.

At St Ives School we seek to ensure that all our pupils, including those who are disabled or have special educational needs, are included, valued and supported and that the care provided is sensitive to the needs of the individual pupil.

This policy links with the **Every Child Matters** agenda, in that every child has a right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

This policy and the effectiveness of our inclusive practices at St Ives School are reviewed annually by the school's Local Governing Body and as events or legislation change requires.

The next scheduled date for review is January 2026.

This policy should be read in conjunction with our policies on:

- Behavior and Discipline
- Anti-Bullying
- Admissions
- PSRE

This policy applies to all members of our school community, including those in our EYFS setting and St Ives School seeks to implement this policy through adherence to the procedures set out in this document. Staff at St Ives School are also covered by the United Learning Equal Opportunities Policy.

Key Personnel

The name of the Special Educational Needs Co-ordinator is Mrs Helen Fox

It is her responsibility to ensure that arrangements are in place for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others.

Procedures

St Ives School seeks to implement this policy effectively through the following actions:

- Provision of our policy for equal opportunities to all pupils, staff and parents, including those of prospective pupils.
- Working with outside agencies such as educational psychologists, occupational therapists, gender counsellors and mental health agencies to support the endeavour of the school in serving the needs of all pupils, parents and staff.
- Discussing, where appropriate, equal opportunities at staff meetings and committing to challenge inappropriate attitudes and practices if discovered.
- Delivering the message of equal opportunities within PSRE, the wider curriculum and through the extra-curricular programme.
- Dedicating whole school and class assemblies, form time and circle time to the importance of kindness, care and unconditional respect for members of the school and the wider community, and on promoting and valuing diversity and differences.
- Meeting the individual needs of pupils, as detailed by parents and by the pupil's previous setting, through teacher, assistant and outside agencies working together with the pupil and the pupil's parents.
- Monitoring the needs of all pupils as they progress through the school, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties.
- Discussing, reviewing, monitoring and evaluating at staff meetings and leadership meetings, the effectiveness of inclusive practices which enable all pupils, parents and staff to access and enjoy school life.
- Ensuring that the Personal, Social and Religious Educational Programme includes discussion of Equal Opportunities.
- Ensuring school documents demonstrate a commitment to Equal Opportunities and avoid inappropriate discrimination of all forms.
- Making appropriate provision or exemption, where feasible and desirable, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds.
- Following the graduated approach as described in the SEN Code of Practice, starting with classroom support which is additional to, or different from, the support which was previously in place. The Early Years Action/School Action process begins when it is necessary for the SENCO to give additional support, advice or assessment. Early Years Action Plus/School Action Plus begins when external agencies are called in to give professional expertise, advice and support.

- Challenging inappropriate attitudes and practices by using role play in drama and circle time, by speaking with those involved and by the graduated approach of form teacher, deputy head, and Head of School becoming involved as necessary with pupils, parents and staff. Pupils are made fully aware of the sanctions policy.
- Including the special needs co-ordinator and other relevant staff, in discussing pupil needs and progress in staff meetings and leadership meetings. On such occasions the strategy for each individual child is focused around respect for the child's needs, the need for the pupil to have access to all opportunities within the school and the child's right to feel confident, happy and valued.
- Delivering the PSRE programme through whole school assemblies and class assemblies, in circle time and form time. The Music and Humanities Schemes embrace other cultures. The Science programme celebrates physical differences in the human race. Drama provides a weekly opportunity to promote and value diversity and differences. The languages within the extra-curricular programme, including the celebration of the cultural festival, as well as those within the curriculum promote global citizenship.

Conclusion

It is the aim of the school to ensure that there is a continuity of approach throughout the school with regard to Equal Opportunities. New members of staff will be informed of the department's policy on this issue and be expected to adhere to it.