



The Cathedral Church of England  
Voluntary Aided Primary School  
Chelmsford

*Equal Opportunities Policy*

Policy Framework

*Date written 2014*

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# Equal Opportunities Policy

**The Cathedral School has an Equal Opportunities Policy in line with the Equality Act 2010.**

**This Act states that:**

1.9 It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

**We also follow the guidelines within our Equality Scheme Statement in relation to our policies and practices.**

**Legal framework**

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

**1. Introduction.**

The Cathedral School promotes equal opportunities for all students. Equal Opportunity is about enabling every student to achieve their highest potential. We want every student to progress to the highest level of attainment and behaviour possible. Whilst our school is a Christian foundation, we also recognise that we are part of a diverse community and this is reflected continually in all aspects of school life ranging from the curriculum to staffing.

**2. Aims**

We will ensure that all students have full access to the national curriculum and to every aspect of the learning environment. All students regardless of class, race, religious beliefs, gender, sexual orientation and disability have the right to equal access and to achievement. This is reflected in our Vision Statement and Mission Statement.

**Our Mission Statement for The Cathedral School**

The Cathedral School's mission is to develop fully the knowledge, skills, faith and self-confidence of all our children in a joyful, enthusiastic and Christian environment.

### **Our Vision Statement for The Cathedral School.**

We want everyone in The Cathedral School Family to appreciate and celebrate how unique and special every person is. As a community, we are dedicated to establishing high aspirations and a love of learning, enabling all of our children to be confident, caring and independent. Inspiring and engaging children in learning about the world, we provide a curriculum that is focused on developing the skills our children need for life. We expect children at The Cathedral School to aim for and achieve the best they possibly can. In our Cathedral School Family, we nurture and guide our children in their individual learning journeys so that they are happy, confident and knowledgeable about the world they live in.

#### **3. Equal opportunities Implementation**

The implementation of this policy is the responsibility of all staff and the governing body. The learning environment demonstrates respect for the culture, experience, emotional and academic needs of every individual.

#### **4. The Curriculum**

All students have equal opportunities to participate in a broad, balanced and relevant curriculum. The curriculum reflects awareness of the ability, ethnicity, gender experiences and needs of all students. It promotes understanding and valuing of ethnic difference and gender equality. The curriculum caters for all levels of attainment in its content and delivery. The curriculum enables students to develop concepts and skills to allow them to participate in social situations. Students are encouraged to value and to recognise traditions, values, beliefs and cultural influences within society.

#### **5. Curriculum Plans**

The curriculum relates to the background and experiences of all students. When planning the curriculum, care is taken to meet the range of ability, the multi-ethnic and gender needs of the class. The special needs of all students must also be taken into consideration. The differentiation of all learning materials is an integral part of this process.

#### **6. Vocational Education**

All college placements and vocational guidance must demonstrate a commitment to our Equal Opportunities Policy.

#### **7. Teaching and Learning**

All staff must be aware of the different learning, language and special needs of all students within the school. Strategies are developed to address the learning experience and attainment levels of each student. Students may require varying levels of support. All students should receive support as and when appropriate. Our interventions and provision for SEN reflect this. Staff are expected to engage active participation of all students in lessons.

#### **8. Resources**

Resources should demonstrate the achievements of all people from all ethnic groups. Resources should be continually and critically assessed for any bias or stereotyping. Resources should be chosen for their positive, non-stereotypical representations of diverse groups. All resources should take account of the range of ability and the multi-ethnic and gender needs within the classroom.

## **9. Assessment**

All methods of assessment should avoid ethnic or gender bias and should not disadvantage students with any disability. Every effort should be made to assess and comment on student attainment in relation to their achievement. Methods of assessment have to comply with National Curriculum requirements.

## **10. Using Names Correctly**

It is fundamental to show respect for a person by using their name correctly. Information regarding naming conventions of different cultures should be made readily available. The correct name by which a person wishes to be addressed should be made available to staff.

## **11. Language**

All forms of sexist, racist or personally offensive language and remarks from anyone within the school are unacceptable. Any such incidents will be dealt with according to the school's guidelines and recorded for monitoring purposes

## **12. School-Home Communication.**

This should be jargon-free and written in a clear manner. Staff should use correct titles and surnames. All letters and newsletters should reflect the whole school community and avoid stereotypical representations.

## **13. The Environment**

The school environment reflects its commitment to equal opportunities. All displays should take account of the beliefs, class, ethnicity, gender, ability or disability of all its students, staff and visitors.

### **Accessibility Plan**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

**Aim:** To eliminate barriers to accessing the curriculum and to enable full participation in for students with disabilities.

We have a Disability Equality Scheme and Access Plan which runs until 2013. Compliance with the Disability Discrimination Act is consistent with The Cathedral School's aims and Equal Opportunities Policy. The Cathedral School recognises its duty under the Disability Discrimination Act:

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled students less favourably.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage.

The Cathedral School provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges

- Responding to students' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

The Cathedral School will continue to seek and follow advice of specialist teacher, advisers and inspectors, and of health professionals.