



SUNNYFIELDS PRIMARY SCHOOL

Rose Crescent
Scawthorpe
Doncaster
DN5 9EW

Mr D Richardson
Head Teacher

Mr M Hobbs
Chair of Governors

SUNNY SIX



COMMUNICATE



INDEPENDENCE



RESILIENCE



CREATIVE



PROBLEM
SOLVER



TEAMWORK

Equal Opportunities Policy and Strategy

September 2018
Review: September 2019

Tel: 01302 780386 Fax: 01302 783765 office@sunnyfields.doncaster.sch.uk

www.sunnyfields.doncaster.sch.uk



Respect Challenge Enquiring minds Confidence

Introduction

This document is based on DMBC policy and practice and refers to both pupils and staff at Sunnyfields Primary School. It has been updated in line with the 2010 Equality Act which became law in October 2010.

All individuals have the right to be treated with dignity and respect whilst at Sunnyfields Primary School. The school recognises all forms of personal discrimination including victimisation, harassment, third party harassment and bullying as a serious matter. All individuals have the right to have their concerns about the school's actions pursued with equal attention and vigour, within the context of the school's appropriate policy statements.

We are committed to giving all of our pupils and staff every opportunity to achieve the highest of standards.

In teaching, we take account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

For staff, the equal opportunities policy applies to all aspects of employment, including: conditions of service; recruitment; promotion; training; and selection for redundancy. In employing staff we ensure that we follow the good practice recommended by DMBC, following safeguarding guidelines in recruitment and the requirements of the Equality Act that prohibits discrimination by protected characteristics; age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. Furthermore no employee receives less favourable treatment or is disadvantaged by any form of direct or indirect discrimination including: access to services; quality of services provided; and information provision.

Aims and objectives - pupils

Our school aims is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to all groups of children within our school.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children, (such as speech and language therapy and mobility training.)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting an accurate and appropriate knowledge, understanding and tolerance of all groups of people who make up our diverse society and in preparing pupils to live in it?

Teaching and learning

Teachers are familiar with the relevant equal opportunities legislation covering race, religion, gender and disability.

Teachers ensure children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely, in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Children with disabilities

In response to the Disability Act 2001, the governing body regularly reviews how accessible the school is for disabled children and a disability Equity Policy is in place.

The school is committed to providing an environment that allows these children access to most areas of learning. Designated classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We have a disabled toilet and shower facility installed.

Teachers, supported by the SENCo modify teaching and learning as appropriate for these children through support plans ensuring that they give children with disabilities the opportunity to develop skills in all aspects of the curriculum. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources including support assistants. When necessary, we

also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances.

Racism and inclusion

The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic, religious or social background. At Sunnyfields we are especially mindful that the local community is largely made up of white British families. We therefore ensure that our topic plans include the study of communities all racist incidents as well as incidents of bullying or other occurrences deemed “serious incidents” are now recorded and reported to the governing body by the head teacher. The school contacts parents of those pupils involved in racist incidents.

September 2018