



SPRATTON HALL

**Equal Opportunities and Inclusion
Policy for Pupils**

September 2022

EQUAL OPPORTUNITIES AND INCLUSION POLICY FOR PUPILS

Title: Equal Opportunities and Inclusion Policy for Pupils	Responsible: SJSC / CJB / CMW
Date implemented: March 2006	Last Review: September 2022
	Next Review: September 2023

General Statement

At Spratton Hall 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 are committed to providing a broad and balanced curriculum for all pupils.

Spratton Hall is totally committed to avoiding all forms of discrimination as set out in the Equality Act (2010). To this end, every person in the school is considered to be of value irrespective of race, ethnicity, origin, culture, social background, age, ability, religion, gender, sexual orientation or gender identity. Everyone is treated fairly, with respect and understanding. Prejudice is a negative force and must be challenged.

We recognise that the needs of individuals and groups of pupils are many and varied and can be met through planning to provide opportunities for all pupils to be challenged and included to allow every pupil to achieve as high a standard as possible.

Aims

The aims of this policy and the School's ethos as a whole is to:

- Eliminate unlawful discrimination on grounds of any of the protected characteristics
- Promote equality of opportunity for all members of the School community
- Comply with the School's equality duties contained in the Equality Act 2010.

All members of the Spratton Hall community are expected to comply with this policy. All parents are expected to support the aims of this policy and the School's ethos of tolerance and respect.

Requests for Variation in the School Uniform

All pupils are required to comply with Spratton Hall's uniform policy. The Head Master will consider requests from parents and pupils for variations in the uniform for reasons related to disability, gender identity, gender reassignment and/or on religious grounds provided

they are consistent with Spratton’s policy on health and safety and it is reasonable in all the circumstances including in light of our obligations under the Equality Act 2010.

Learning Strategies

Setting suitable learning challenges:

- Knowledge, skills and understanding should be taught in ways that suit the pupils’ abilities
- Teachers should be flexible in planning to accommodate learning needs at earlier or later stages of the syllabus than that planned for the majority of pupils
- Pupils should be given opportunities to show what they can achieve
- Where attainment falls significantly below expected levels, a greater degree of differentiation will be necessary
- Where attainment exceeds expected levels, planning suitably challenging work can spring from higher levels of study or by exploring greater depth
- Responding to pupils’ diverse learning needs
- Teachers should be aware of the diverse experiences, interests and strengths that their pupils bring to school which will affect their learning.

We expect teachers to take account of pupils’ different needs and learning styles by:

- Creating supportive and effective learning environments
- Ensuring pupils are motivated and attentive
- Using a range of teaching styles to ensure equality of opportunity
- Using assessment strategies that promote individual pupils’ progress and
- Setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

For pupils who have special educational needs, a disability or who have particular needs with regard to learning English as an additional language; teachers have a duty to take account of their difficulties and support individuals or groups so they can participate effectively in the curriculum.

Teachers will:

- Have regard for the SEND policy
- Co-operate with the Head of Learning Support and access all information regarding pupils’ needs and any advice on learning styles and classroom management
- Adhere to recommendations and advice from external professionals where at all possible
- Plan differentiated work where necessary
- Support the use of equipment to enable access to the curriculum and completion of tasks
- Help pupils to manage their behaviour and emotions
- Plan appropriate classroom support where appropriate

- Allow extra time and opportunities for completion of tasks

Within School

- All children experience a curriculum considered appropriate to their age and ability.
- Gender does not exclude any children from experiencing any aspect of the School Curriculum (although we are mindful of safety issues in PE and Games when boys and girls play different sports).
- Reading Schemes and library books reflect our multicultural society and are available as appropriate to age and ability.
- Festivals from different countries are celebrated throughout the year.
- RS syllabus reflects a multicultural approach to a diverse range of topics in all years.
- Assemblies, although fundamentally Christian in nature, reflect a multicultural approach to worship and codes of conduct.
- The School curriculum and environment are free from racism.

People, whether staff, pupils or parents, of different cultures make many contributions to our school and these contributions are considered to be equal in value and essential to broaden the cultural experience of all.

Pupils who are learning English as an additional language

Pupils who join Spratton Hall for whom English is an additional language will be given opportunities to develop their spoken and written English. Teachers will take account of pupils' age, length of time in the UK, skills in other languages or previous educational experience.

Teachers will ensure that:

- Opportunities for speaking and listening in English are effective and relevant in supporting development across a range of subjects, including soft technical and idiomatic vocabulary.
- Arrangements are in place, through differentiation, specific resources, using the pupils' first language, where appropriate, to ensure full access to the curriculum and to assessment procedures.

(See also 'Teaching and Learning Policy' and 'Assessment Policy')