



SCHOOL POLICY STATEMENT FOR EQUAL OPPORTUNITIES (WHOLE SCHOOL INCLUDING EYFS)

Upton House is committed to safeguarding and promoting the welfare of children and young people, along with their protection and expects all staff and volunteers to share this commitment.

1 Aim

At Upton we recognise that each child has an entitlement to personal, social and intellectual development. We aim to create an environment in which governors, staff and parents work together so that each child and member of staff may be helped to reach his/her full potential.

2 Objectives

We treat all individuals as individuals with the same respect and care, irrespective of age, gender, class, race, ethnic group, sexual orientation, special educational need, disability, religion or beliefs and ability.

To accept that each child is unique with individual talents, interests and needs which must be recognised and respected as being of equal worth by all within the school community.

Educational opportunities will be designed to take into account each person's cultural viewpoint.

Use the wealth of experience of different cultural groups by recognising the difference of race, colour, creed and ethnic background.

3 How Will We Do This?

Children

- 1 Provide a broad, balanced curriculum which will include areas of study and activities relevant to each gender, all racial groups or ethnic background and ability groups.
- 2 We deliver through quality first teaching, a variety of teaching styles and methods which can be adapted to suit the ability and nature of the children being taught.
- 3 Make children aware that class teachers/subject teachers are always happy to discuss problems or issues of concern. We encourage children to value and respect others through our PSHE programme, through our work in assemblies and RE and philosophy teaching and through our daily routine which is laid out in our [school ethos](#).

- 4 Deal with specific incidents of bullying, teasing etc, immediately making all staff aware so that appropriate action can be taken and monitored. In appropriate attitudes and practices are challenged. (see [Anti-Bullying Policy](#), [Behaviour Policy](#) and our [School Rules](#))
- 5 Through health education, the RE curriculum and assemblies, provide teaching and discussion of issues concerning the care and support of children including:
sex and hygiene education
key values and attitudes of the five major religions of the world
- 6 Provide resources which give a positive portrayal of both sexes, all racial groups and people with any disability, and which do not promote stereotypical roles.
- 7 Provide those with additional learning needs and/or disabilities with high quality and appropriate education. (See details in Learning Support and the Gifted and Talented Policies). Sue Selisko is our Head of Learning Support. She reviews, monitors and evaluates the effectiveness of inclusive practices that promote and value diversity and difference. (see our Accessibility Policy). She is a full time permanent member of staff, highly trained and regularly updated through ongoing training, attending conferences and courses and through SENCO cluster groups.
- 8 Regularly review the physical environment and facilities to best meet the needs of children with some form of physical, whether temporary or permanent, disability. In the event of a pupil sustaining an injury or following a medical procedure that leads to a temporary disability, appropriate accommodations are made to ensure a smooth return to school and they are able to access the facilities safely and easily. A risk assessment is prepared and reviewed as their condition improves.
- 9 Encourage parents to take an active part in their child's education, ie
supervision of homework
parents' evenings
information evenings
coffee mornings
Friday class assembly
class trips
Parents are also encouraged to discuss small incidents or concerns before or after the school day and via email if this is more convenient.

Staff

- 1 Provide NQTs and staff new to the school with extra advice and support by a named mentor.
- 2 Encourage all members of staff to be open about their needs and concerns at staff meetings or to the appropriate member of the senior management team.
- 3 Consult staff for suggestions of possible topics for INSET days which relate to the school or their targets.
- 4 Through staff appraisal identify, set targets and provide the necessary professional training to develop each person's full potential.
(See [Safeguarding Children policy](#) Appendix 1 – Code of conduct for staff)

A School Council made up of appointed and elected pupils meet regularly to discuss whole school issues.

Reviewed: April 2017
Person Responsible: SSe