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## *Equal Opportunities Policy Statement*

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### ➤ **Introduction**

Strawberry Fields High School pledges itself to be a place where pupils will find security and respect for themselves, their families, other people and their traditions. It is our policy to ensure that each member of the school community:

- ❖ Respects others and is respected
- ❖ Takes part in the full life of the school
- ❖ Achieves his/her potential
- ❖ Has the opportunity to exercise choice

This policy is in keeping with the Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act of 1995, RTE Act, 2009 and Rights of Persons with Disability Act, 2016

### ➤ **Aims and Objectives**

We aim to provide the best possible education for all our children regardless of gender, caste, religion, nationality, home circumstances or ability.

For this to happen the school and its curriculum need to be equally accessible to all. Each parent and pupil must feel equally 'at home'.

The school endeavours to

- ❖ Provide equal access to the curriculum for all pupils
- ❖ Provide a rich choice of extra curricular activities
- ❖ Encourage parents to be active participants in their child's education and in the life of the school
- ❖ Ensure a positive climate in the school and community we serve
- ❖ Build upon the strong cultural and linguistic diversity.
- ❖ Encourage racial harmony; to be aware and treat incidents of caste harassment seriously.

At Strawberry Fields High School we aim to achieve an environment where every member of staff, including part time supply, ancillary staff, supervisors, caretaking and cleaning staff and all contractors on site:

- ❖ Respect others and is respected, is able to work and develop without direct or indirect discrimination of any kind.

It is recognised that equal opportunities for pupils is inextricably linked with equal opportunities for staff, since staff act as role models for pupils and it is unreasonable to expect staff to promote equal opportunities for pupils if they do not have equal opportunities themselves.

The school has addressed and will continually monitor factors about its own organisation and practice. In particular:-

- ❖ The status given to different individuals or groups and their cultures and beliefs within the school, (staff, parents and pupils); valuing diversity
- ❖ Coordinator along with / Heads of Department / Co- Heads Of Department / Class Co-ordinator, under the guidance of the Principal, to oversee class management, planning, teaching, differentiation and balance between the learning process, the content of lessons and the curriculum and resources used; the methods of assessment
- ❖ Expecting the same range of behaviour, achievement, moral and social understanding from all pupils
- ❖ Encourage pupils to develop positive self images
- ❖ Encourage pupils to question and develop open minds
- ❖ Promote pastoral care within the school and links with outside agencies
- ❖ The relationship between home and school and the role school plays in the community

## ➤ Inclusion

In school, we provide a broad and balanced curriculum for all pupils. Through planning of the curriculum, we meet the needs of individuals and groups of pupils. Effective learning opportunities are provided for all pupils, which can be modified if necessary, to provide all pupils with relevant and appropriately challenging work at each key stage.

The following 3 principles ensure an inclusive curriculum

- ❖ Setting suitable learning challenges
- ❖ Responding to pupils diverse learning needs
- ❖ Overcoming potential barriers to learning and assessment for individuals and groups of pupils

- Planning takes account of pupils with all abilities, enabling them to participate as fully and effectively as possible

### **Assessment**

- ❖ Baseline is used appropriately for all pupils in relation to specific groups as well as the whole intake
- ❖ Records are kept of additional input given to children supported by support staff / SEN assistants, Learning Support Assistants (LSA), Counsellors and Class Teachers
- ❖ Reports to parents are accessible
- ❖ Marking of work is consistent across groups of pupils. It is constructive and diagnostic
- ❖ All pupils contribute to self assessment

### ➤ **Monitoring**

The implementation of equal opportunities policy and guidelines are monitored with Directions from the Principal and Head of School by:

#### ➤ **Coordinators through:**

- ❖ Classroom observations
- ❖ Sampling of pupils' work and targets
- ❖ Checking record keeping and planning for the needs of different groups
- ❖ Dialogue with staff

#### ➤ **Senior Management Team through:**

- ❖ Sampling children's work and targets
- ❖ Observation and discussion

#### ➤ **Heads of Department / Co- Heads of Department / Class Coordinator through:**

- ❖ Classroom observations
- ❖ Checking of record keeping and planning

### **N.B.**

References made to policies and acts have been taken from the British legal system and acts of the Indian Parliament.