## C:\Users\Emma Gillin\Documents\General Info\young-foundations-logo.png

**EQUAL**

**OPPORTUNITIES**

**AND**

**DIVERSITY**

**POLICY**

**STEPPING STONES SCHOOL**

**Philosophy**

Stepping Stones School is a school in which each individual’s needs will be recognised and each of its pupil’s talents and aptitudes will be fostered. It is as a living and caring community that the school is committed to a policy of equal opportunities and equal treatment for all pupils, parents and staff; regardless of an individual’s age, body image, disability, gender reassignment and gender identity, learning difficulty, mental health, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, ethnicity or national origin), religion or belief, or social background.

This policy has regard to the Equality Act 2010 and recognises its duty to advance equality of opportunity between people from different groups and to foster good relations between people of all groups. Stepping Stones School actively seeks to eliminate all forms of discrimination, victimisation and harassment – whether towards pupils (prospective, current or former), parents or staff.

Stepping Stones School recognises that diversity brings significant educational benefits to all students; enabling the creation of learning experiences enriched by different life experiences, varied perspectives, flexibility and creativity. The school recognises that the richness and diversity of culture and experience that we enjoy is our heritage. It is the school's policy to accept and celebrate diversity; any form of intolerance is counterproductive and unacceptable. The school is therefore committed to building an environment in which:

* All members of the school community are treated with dignity and respect;
* Diversity is valued;
* Stereotypes are questioned;
* Bias, bigotry and prejudice are wholeheartedly rejected.

**Aims and Objectives**

It is recognised that **all** pupils, parents, careers, employees, directors and visitors have a worthwhile contribution to make to the school and that this contribution should be seen to be valued.

The aims of the school reflect a commitment to equality of opportunity for all our pupils.

We recognise the importance of enabling all our pupils and their families’ equal access, as far as possible to the facilities and activities we have to offer. High standards are expected for all and we seek to ensure that our expectations are challenging whatever the level of academic or physical ability, gender, race or religion. We encourage the active involvement of all our learners and their families and aim to help them understand their rights as well as representing the rights of others. We aim to ensure that prejudice, discrimination and stereotyping are challenged, providing a harmonious working environment in which all feel valued.

We aim to do this by:

* Developing in staff and pupils positive attitudes towards the rich diversity of our society. Ensure all members of the school community are given equal opportunities in every area.
* Developing all students as responsible citizens, each in their own right.
* Enabling each student the opportunity to reach his or her own potential, personally, socially and academically, within a rewarding and stimulating environment.
* Providing students with a broad, balanced and relevant education, which will enable them to develop the knowledge, skills and attitude, needed for lifelong learning and to adapt to a fast changing world.
* Developing in all members of the school community positive self-esteem.
* Encouraging members of the school community to recognise and challenge inequality.
* Promoting respectful relationships between all members of the school community.

**Curriculum**

Throughout the Curriculum we aim:

* To develop lively, enquiring minds; the ability to question and debate rationally: and the physical skills for tasks and activities.
* Enable students to acquire knowledge and skills relevant to adult life and employment in a fast changing world.
* To help students to use language and number effectively.
* To instill respect for the rights of others people, for spiritual and moral views and to promote mutual respect for different religions and ways of life.
* To promote understanding of the world we live in and the interdependence of individuals, groups and nations.
* To encourage appreciation of human achievements and aspirations.
* Curriculum planning takes account of all backgrounds.
* The curriculum builds on students starting points and is differentiated appropriately to ensure the inclusion of
1. Boys and girls.
2. Pupils learning English as an additional language.
3. Pupils from minority ethnic groups.
4. Pupils who are gifted and talented
5. Pupil’s educational needs.
6. Pupils who are looked after by local authorities.
* Stepping Stones School will monitor and evaluate it effectiveness in providing an appropriate curriculum for all its pupils.

**Teaching and Learning**

* All environments will be inclusive in which pupils feel their contributions are valued.
* All pupils have access to a curriculum that suits their needs.
* Teaching is responsive to pupils learning styles.
* Teachers positively include all pupils.
* Teaching styles include collaborative learning so that pupils appreciate working together. All pupils are encouraged to voice opinions and ask questions.
* Teachers encourage independent working and foster a responsibility for ‘own’ learning.
* Teacher challenge stereotypes and foster pupils critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
* Resources and displays reflect the experiences and backgrounds of students, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure they reflect the inclusive ethos of the school.

**Resources**

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society. Materials will be selected to help children develop their self-respect and to respect other people by avoiding stereotypes and by using images and words that reflect positively the contribution of all members of society.

**Schools Commitment to Race Equality**

Stepping Stones School is committed to race equality.

We will:

* Ensure all students and staff are encouraged and are able to achieve their full potential.
* Respect and value differences between people.
* Prepare students for a diverse society.
* Acknowledge the existence of racism and take steps to prevent it.
* Make the school a place where everyone, irrespective of race, colour, ethnic or national origin, feels welcomed and valued.

**Gender**

We believe that girls and boys should have equal access to all aspects of School life,

Including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the School will pursue strategies to ensure that both girls and boys achieve to their full potential.

We will promote approaches which provide equality of opportunity, including:

* Taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, ICT, Art and Design, Music and PE
* Avoiding gender stereotyping when organising pupils into groups

**Food**

Working in partnership with parents, children’s medical, cultural and dietary needs will be met. We will also use food as a way of developing and exploring the wider world.

**Role of the Senior Team**

It is the senior team's role to implement the school's policy on Equal Opportunities, and s/he is supported by the governing body in so doing.

* It is the senior team's role to make sure that all staff is aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
* The senior team ensures that all appointments panels give due regard to this policy, so that no one are discriminated against.
* The senior team promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
* The senior team promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.
* The senior team views all incidents of unfair treatment, and any racist incidents, with due concern.

**Role of the Class Teacher**

* Class teachers recognise prejudices; do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
* When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.
* Seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In Humanities for example, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.
* In conjunction with the PREVENT Strategy, we give an informative, educated view of radicalisation and the impact this has on Society. A PREVENT Awareness unit is delivered to embed this.
* All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school logbook and draw them to the immediate attention of the Head Teacher.

**Partnership with Parents/Careers/LA and the Community**

* Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.
* All parents are encouraged to participate in the full life of the school.
* The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.
* Information material for parents are made accessible in user-friendly language and is available in languages and formats other than English as appropriate.
* Meetings for parents and all other groups are accessible for all.
* Informal events are designed to include the whole community.

**Employment**

Any vacancies will be advertised. We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualification and experience. All applicants will be required to apply for an enhanced DBS check. Stepping Stones School fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed. The school will ensure that regularly monitoring is undertaken to identify possible improvements to its practices in relation to learning and assessment; management; admissions, access and participation; behaviour and discipline; partnership and community links; staff recruitment, training and career development. All staff will be given the opportunity to attend training to further develop their own skills and qualifications. Commitment to implementing the groups Equal Opportunity Policy will form part of the job description for all workers.

**Monitoring and Review**

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.