



## CAMERON HOUSE SCHOOL

4 THE VALE, LONDON SW3 6AH

### **POLICY FOR EQUAL OPPORTUNITIES**

#### **The Purpose of the Code**

To put our school aims and Christian ethos statement into practice through:

- giving equal opportunities issues a high profile
- giving consistency to our practice
- allocating time for review and development
- the school takes due note and consideration of the protected characteristics identified in the Equality Act 2010. No-one will be the subject of discrimination on that basis

#### **Status of the Code**

The code is part of Cameron House whole school policy and its implementation and support are the shared responsibility of all staff, the Head and the Principal. The code will be subjected to regular review and endorsement by the Principal.

The main relevant pieces of legislation are:

- 1) 1981 Education Act
- 2) Children Act 2004
- 3) From 1 October 2010, the Equality Act 2010 replaces all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act

#### **The Main Themes of Equal Opportunities Practice**

Equal opportunities are rooted in the valuing of individuals and the objective assessment of their strengths and weaknesses - leading to the identification of the help they most need to reach their full potential. Cameron House School ensures that every child is included and not disadvantaged because of ethnicity, culture and religion, home language, family background, gender or ability.

Equal opportunities practice, in its aim of responding to the particular needs of individual people, is consistent with general good teaching practice. Equal opportunities practice is, therefore, both concerned with motivating children and adults through valuing them and with meeting their particular needs through appropriate and varied learning techniques.

#### **Who is entitled to Equal Opportunities?**

Everyone - children, staff, parents, carers, visitors, administrative and clerical staff, suppliers.

#### **The Code of Practice**

A: Time for review and development

- All curriculum meetings and staff meetings will include equal opportunities. The staff will either work on a curriculum area, school visit or on topics identified in advance by any staff member concerned.
- Areas for equal opportunities work will have equal standing in the use of school Inset days and in the provisions of off-site courses for individual staff members

B: Maintaining development

A positive image will be maintained by:

- careful checking of all school documents and circulars to ensure a positive stance
- careful planning by all members of staff at Cameron House

C: Staff taking the lead as positive role models

- All staff to be able to give positive views to pupils - in line with agreed policy - and with support through regular consultation and appropriate information from Inset
- Candidates applying for teaching posts at the school will all be asked about equal opportunities - successful candidates should comply with our policy requirements. Equal opportunities commitment to be clearly stated to all applicants

D: Equality in curriculum provision

Each year the curriculum reviews will discuss how the planned provision has been enacted in terms of fostering equal opportunities. This will include policy on how provision can be continually improved. (Where formal or informal activities are provided only for selected groups of pupils (e.g. sport) - a written statement will be required setting out the criteria for selection and the means and results of monitoring for equal opportunities and other outcomes.)

E: Developing our classroom practice

- Share and improve our knowledge of other cultures and of their contributions
- Check that topics are not dismissive of, or covertly prejudicial to, the roles of either boys or girls or of pupils of particular backgrounds
- Check all learning material for bias - establish a priority for replacement and to ensure comment on any prejudicial material while such resources remain in use
- Arrange our ways of working with pupils in the classroom - to better ensure more equal attention for/involvement in the lessons for all pupils
- Ensure that classroom practice reflects an equal opportunities approach

F: The status and use of support staff

- The staff handbook to remain an up to date description of the role of all support staff
- Support staff to have clear line management and access to all necessary resources
- All staff are expected to accept support teachers as full partners in our work with pupils

G: Monitoring procedures

Accurate and detailed information is essential in assessing the present state of our progress in Equal Opportunities work.

- Our classroom practice requires monitoring through:
  - developing the accuracy and objectivity of our pupil assessment procedures
  - developing pupils' own skills in accurate self-assessment.
- Equal opportunities to be a set item in the school annual reviews.
- Pastoral care needs to be kept as a written record. All incidents, including racist and sexist ones are to be recorded by the teacher and either recorded in the teachers planning diary or in the child's file in the school office. These are discussed at Staff meetings and briefings. In line with the code of conduct pupils will be encouraged to report any incident which hurts or makes them unhappy. All such reports (written and verbal) to be circulated as part of the school's commitment to high standards of pastoral care.

Reviewed by: Dina Mallett      Date Reviewed: September 2018    Next Review: July 2020

Approved by: Josie Cameron-Ashcroft    Date: September 2018    Next Review: September 2020