



Pilgrims School

Equal Opportunities Policy (Pupils)

January 2020

Next review date: January 2021



Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Pre School) and Pilgrims Main School.

Aims

Pilgrims Pre-Preparatory school teaches mutual tolerance and our aim is for everyone to feel valued within the school. By actively promoting equal opportunities and not discriminating either directly or indirectly against anyone on the grounds of gender, pregnancy or maternity, race, religion and belief, nationality, cultural background, linguistic background, sexual orientation, gender reassignment, SEND and disability or class the school can ensure that:

- All pupils have opportunities to achieve their potential
- Expectations of all pupils are high
- All pupils have access to, and can make full use of, the school's facilities and resources
- All pupils are prepared for life in a diverse and multi-ethnic society
- It has a positive ethos and environment
- Racist and discriminatory incidents are dealt with effectively (see Behaviour and Assertive Discipline policy, Anti-bullying Policy and Racial Harassment Policy)

Pupils

In accordance with the agreed aims and values of this school we endeavour to provide equal opportunities for all our children irrespective of race, gender, religion, disability or class. Areas of school life considered to require extra vigilance are as follows:

Admissions

Pupils are admitted to Pilgrims School on a "first come first served basis" which takes no account of race, sex, religion or class.

Children diagnosed with a Special Educational Need or disability will be admitted after consultation with appropriate professional bodies if it is agreed that the child's needs may be met in the school. Mrs Morales is Pilgrims designated Pastoral and SEN Co-ordinator, and is responsible for ensuring the implementation of the SEN code of practice.

Registers

Registers are written in alphabetical order and/or by date of entry.

Daily Organisation

Children work in mixed groups in terms of sex and race.

Children line up and move around the school in mixed groups appropriate to their age and stage of development.

All children are encouraged to help with all activities (e.g. tidying up, setting out equipment, sorting, carrying resources).

Work is differentiated as appropriate to the needs of the child.

Curriculum

Care is taken to ensure that the curriculum content and design is not discriminatory either in the manner in which it is presented, or the way in which children are afforded access to a particular course of study. Particular attention is given to ensuring that children of both sexes have equal access in

mathematics, science and technology (e.g. use of construction equipment) and children of both sexes are afforded equal opportunities in language-based activities (e.g. choice of and access to role play areas and reading books). In line with our school aims we encourage the following:

- All children may audition for drama roles/choir regardless of their abilities.
- Increased awareness of traditions and customs from a different culture through stories, visitors, celebrations, assemblies and menus.
- Subject co-ordinators and department managers to review, monitor and evaluate provision through planning and observation.

Working with Parents and Agencies

The school works closely with parents to ensure that appropriate care, and provision is offered. Pupils and parents are given access to outside agencies (e.g. speech therapists) where relevant to support individual needs.

Assessment and Testing

School procedures for assessment and testing do not discriminate against children on grounds of sex or race. Standardised assessments are used to take in account children's age.

Resources

All children should have equal access to all resources.

Reading resources do not include stereotyping and both boys and girls are encouraged to read fiction and non-fiction books. Books reflect the culture of children and adults from a range of ethnic groups and promote positive images of all races in society. Dual language books are available.

Resources reflect our equal opportunities policy e.g. music and musical instruments from a variety of cultures/equal access for all children to I.T. equipment.

Visitors are invited to help promote positive images to the children and are invited to explain aspects of their culture or religion to the children. Children are helped to recognise and challenge stereotyping in career choices for men and women.

Uniform

Our school uniform is worn by all children from Kindergarten upwards.

Behaviour of Pupils

Our Behaviour and Assertive Discipline Policy aims to encourage positive behaviour from all children. All adults working in the school avoid stereotyping, particularly in the playground.

Extra-Curricular Activities

Certain extra-curricular activities are restricted to defined age groups. However, within those restrictions all children are encouraged to participate.

Break/Lunch Times

Wrap Around Care and Play assistance are asked to be aware of equal opportunities issues in the playground, e.g. use of the adventure trail, skipping ropes and football.

Racism

Racism of in any form is not tolerated and we have a separate policy for dealing with such issues.

Dietary Requirements

Special diets for medical/religious reasons are catered for in our kitchen.

Assemblies

The Children in our school represent a variety of faiths and where possible major festivals of these faiths will be celebrated.

English as a Second Language

Children are not discouraged from using their first language with their peers in the playground or at other times as appropriate.

Additional information can be found in:

Assemblies and Collective Worship Policy
Behaviour and Assertive Discipline Policy
Disability Accessibility Plan
English as an Additional Language (EAL) Policy
Inclusions Statement
Policy on Racial Harassment
Racial Harassment Policy
SEND Policy