



EQUAL OPPORTUNITIES

1. Context

We, as a school community, are committed to equal opportunities within the structure of the school and to providing equal access to learning and opportunities for all our pupils in every area of the curriculum and school life in general.

Mission Statement: Aspire to Achieve

Vision:

To equip every Cumberland pupil with the knowledge and skills to develop as individuals, to contribute as citizens and to build happy and fulfilling lives.

To achieve this Vision we will:

- Promote learning as an exciting, independent and life long activity and broaden pupil **horizons** and **aspirations**.
- Allow pupils to **develop** academically, physically, artistically, creatively and emotionally.
- Provide a **curriculum** that motivates and meets the needs of all pupils.
- Use the Specialist Sports and Applied Learning College status as a means to **raise self esteem, attainment** and **achievement**.
- Develop skills in **literacy, numeracy** and **ICT** as keys to success.
- Promote an **inclusive** school with **equality of opportunity** for all regardless of race, religion, gender, colour, sexuality or disability.
- Maintain a school ethos and climate of care and commitment to one another, where individuals are **valued**, feel safe, happy and have their achievements celebrated.
- Support pupils with **additional needs** or talents and provide mentoring, counselling and support for those pupils and families to **remove barriers to success**.
- Promote good Citizenship with the values of **responsibility, courtesy, co-operation** and **respect** at the core.
- Develop **links** with the wider community, local schools, business and industry, to extend learning opportunities and provide our pupils with **wide ranging opportunities**.

Our day to day work should reflect and help us move towards the schools Mission and Vision.

2. Department Action Plans for Equal Opportunities (E.O.) Implementation.

- refer to Departmental Handbooks.

3. Priorities

Our priority is to raise achievement, expectations and attainment from all pupils.

The following documents are available from the Leadership Group Curriculum Manager, the Headteacher and/or are readily available in every classroom.

- i Equal opportunity statements in each Department handbook.
- ii Curriculum input and management of learning input in Department handbooks
- iii LA Admissions Policy
- iv Cumberland Code and classroom management rules.

4. Whole School

Action Plans for Equal Opportunities Implementation

Resourcing for a large and increasingly diverse school community.

5. Curriculum Strategy for Pupils for whom English is an Additional Language.

The current English Language Support (ELS) are four full time teachers and two EAL teaching assistants. We also have an EAL learning mentor/teaching assistant. Additional support may be received from specialists (Refugees, Special Needs or Central Team Postholders).

The work of the school's ELS teacher involves:

- Assessment and monitoring of all bilingual pupils.
- Partnership teaching and development of curricular materials.
- Ensuring appropriate pastoral provision is made for bilingual pupils.
- Providing and facilitating informal and formal in service training to staff.
- Contributing to the induction programme.

Assessment is carried out through observation of pupils and their work during the year, with reference to any primary records.

Partnership teaching is established and developing. In class support is arranged in response to groups with greater pupil needs. Currently all partnership and in class support is reviewed termly. Some initial literacy teaching takes place on a one to one basis during tutorial time and occasionally in small withdrawal groups. An induction programme has been put in place to support mid-phase admissions.

Curricular materials are prepared and/or disseminated in partnership teaching and other contexts. Originals are held by the ELS postholders.

Approaches to pastoral care are discussed with the appropriate staff. A procedure policy for the admission and induction of bilingual and refugee pupils has been put in place.

6. Monitoring

See monitoring in Department Action Plans.

7. Special Educational Needs

SEN Policy and Code of Practice (The Code of Practice is available from the Special Educational Needs Co-ordinator).

8. Equal Opportunities Co-ordinator

Mr John Bradshaw, Headteacher

9. Assessing Standards of Achievement

See "Assessing" in Recording, Reporting and Assessment Policy.

10. Racist and Sexist Behaviour and other forms of Discrimination

The school has a clear procedure for dealing with racist or sexist behaviour, or other forms of discrimination, within our whole school approach of valuing every child.

- a) Pupils who are subjected to harassment, need support and a feeling of security. Staff observing incidents of racism, sexism or other discrimination, must intervene and speak strongly to offenders, explaining why their behaviour is inappropriate. The behaviour should then be reported to the Year Co-ordinator who enters it on to the school central records and then decides on a suitable course of action. The school Referral System enables teachers to record racist behaviour, sexist and other discrimination.
- b) Teachers who are subjected to harassment e.g. ethnic minority or women teachers should always report the incident, however minor it might appear, directly to a Deputy Head, or to a colleague who should report it to a Deputy Head. The Deputy Head will take immediate action and record the incident and action.
- c) Reports by staff, pupils and by parents of racist, sexist or other discriminatory behaviour must always be fully investigated and recorded, together with the action taken by the Year Co-ordinator, except in the case of a complaint against a member of staff, which will be investigated by a Deputy Head.

In this area, in order for the policy to be effective it is vital that staff never ignore an incident. The procedures should always be followed, however trivial an incident may appear. Even if a member of staff deals with it on the spot (for example, use of racist or sexist language) he/she should still report it on the school's incident referral system or directly to a Deputy Head or Year Co-ordinator, who is in a better position to decide on suitable action, for the incident may be a small part of a larger pattern.

The Headteacher is responsible for keeping the racist, sexist and homophobic incident books. They are kept in his office.

11. Gender Equality

The Gender Equality Duty came into force in April 2007 to promote gender equality and eliminate sex discrimination.

Our Anti Bullying and Equal Opportunities Policy support these aims. Our monitoring and data collection procedures enable us to identify inequalities in all areas and this includes Gender Equality. (See separate Gender Equality Policy).