



GREAT WALSTEAD
SCHOOL

Equal Opportunities - Pupils

Last Revision Date	May 2023
This policy is Reviewed by	Deputy Head Academic
Group	Education Committee
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Tick which category this document refers to:

ISI requirement to be made available	<input checked="" type="checkbox"/>
ISI requirement to be on website	<input checked="" type="checkbox"/>
Internal staff only	<input type="checkbox"/>
Internal students only	<input type="checkbox"/>
Internal staff and students	<input type="checkbox"/>
Statutory requirement to have on website (non ISI)	<input checked="" type="checkbox"/>



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Policy Statement

Great Walstead School is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably, any pupil at, or applicant to the School on the grounds of race, disability, sexual orientation, religion or belief. The School will also not discriminate against, or treat less favourably, any pupil at or applicant to the School, because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic. All pupils and staff shall be encouraged to value and respect others and to challenge inappropriate behaviour and practices.

The Curriculum

The curriculum will reflect the commitment of the School to the principle of equality of opportunity.

- In the implementation of our aims we understand that there may be a conflict between the cultural background of a child and the philosophy we are presenting. We will be sensitive to this issue so that we can help children become aware of the diversity that exists in society.
- We will bring into our teaching through the curriculum and at other appropriate times, and at appropriate levels, issues of equality, non-violent resolution of conflict, justice, human rights and tolerance. We celebrate Black History Month and are working towards an EDIQ mark ensuring that all pupils are empathetic to all. We welcome visitors to speak to our pupils and staff about unconscious bias and diversity.
- Our pupils will be educated to respect all religions. Opportunities to study the major world religions occur in R & P lessons; in addition a variety of religious festivals may be celebrated, cultural heritage celebrated and religious buildings visited.
- Stories from a variety of cultures will be told or acted, (in assemblies and across the curriculum), and parents or other visitors may be invited to share their culture and religion with us.
- When studying famous people in history, art, science etc we should be aware of the role of women and people from other cultures. We also celebrate International Women's Day on the 8th March.
- We provide a diverse range of books in our library which reflect our school's positive attitude towards people of all cultures.
- Through our support of charities, we develop a sense of the wider world and promote awareness of those less fortunate than ourselves or those who live with a disability. The Together Club is a platform for pupils to engage the school community in charities or issues that they are passionate about. Events are organised and run by the pupils.



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- We encourage visits from a variety of groups in the community – e.g. police, fire brigade, religious organisations, charities etc.
- We involve parents in school activities and provide a warm welcome for all. In order to do this we may sometimes need to overcome language differences, and, if required, obtain printed material in other languages.
- All forms of prejudice and stereotyping will be addressed appropriately, whether these are initiated by children, parents or staff.
- We monitor our resources and make sure they are appropriate, avoiding sexist, homophobic or racist material. We do not use language with underlying sexist or racist meaning.
- We aim to offer a curriculum which is sufficiently differentiated to meet the needs of all pupils from the least to the most able, in order that all pupils can experience a measure of challenge and success. We offer core matrix training bi-annually for year 7 pupils to better understand their preferred personal communications and leadership styles and how to work better as a team.
- Admissions procedures, timetabling and rooming systems, are reviewed to ensure that as far as possible no pupil is disadvantaged because of disabilities or special needs.

Special Education Needs

The School has established guidelines on responding to pupils with special education needs (SENs), which are explained in the SEND policy.

Religious Observance

Assemblies are held weekly to bring together the whole community to reflect on moral, spiritual and ethical issues and promote a sense of the existence of God or of a reality which transcends the purely material. This is generally achieved within a broadly Christian framework but should take account of the specific needs of the school community.

The School will seek to make appropriate arrangements to reflect the requirements of different religious faiths with regard to acceptable variations to school uniform, catering requirements and authorised absences for religious festivals falling during term time. These may include reasonable arrangements to allow for specific acts of religious observance in School.

Disability and access for people with disabilities

In this policy 'disability' has the meaning set out in the Equality Act 2010, that is, a physical or mental impairment which has a substantial and long term adverse effect on one's ability to carry out normal day to day activities.

The School will make reasonable adjustments to address the individual needs of all pupils, staff and parents with disabilities as outlined in the School's Accessibility Policy.