



*Compassion, Hope, Reverence, Wisdom*

## **Equal Opportunities Statement**

### **Rationale**

Hunton CEP School is committed to an inclusive ethos that allows its pupils equality of opportunity irrespective of race, religion, culture, gender, language, orientation, academic ability, physical ability or family background. This forms a fundamental part of all our policies.

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the school and be addressed in the taught and hidden curriculum.

### **Aims**

We aim to achieve an environment in which members of the school community can be respected as individuals and are given an equal opportunity to achieve their full potential.

- To work with all pupils to achieve a positive self-image and to assist them to become self-motivated individuals.
- To identify and be aware of all kinds of discrimination, both covert and overt.
- To work towards the elimination of covert discrimination based on assumptions and values that affect instinctive responses through education and persuasion.
- To value all pupils irrespective of accent, language, home circumstances, ethnic origin, life style, religious beliefs, gender or ability.
- To develop an ethos where all individuals are respected and our differences are seen as a source of strength to be celebrated.

### **Actions:**

- All governors, staff and pupils will receive training in relevant aspects of equal opportunities to ensure their ability to actively support this policy.
- On acceptance to the school all parents will receive information detailing the school's Behaviour Code.
- The school will make all reasonable effort to ensure that meetings are accessible and convenient for all and take into account particular needs and requirements, e.g communication needs (i.e. hard of hearing or visually impaired), physical access, child care.
- Parents and members of the local community are invited to help in the delivery of the curriculum.
- The school will include in its annual report to parents, information concerning the arrangements made for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; the facilities provided to assist access to the school by disabled pupils. Progress in this area is documented in the School's SEN action plan.

### **Policy Monitoring and Review**

We commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

The effectiveness of this policy and our practice will therefore be evaluated every three years. This will be done by the Headteacher in consultation with the Senior Leadership Team, Governors and the whole school community.

This policy was reviewed by Governors: February 2018

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Policy review due: February 2020