



This policy was updated in January 2019.

The policy will be reviewed in line with Local Authority and Government Guidelines, and updated every two years.

Trustee with responsibility – Lesley Carrington, Quality of Education Team

The Treehouse School
Nature, nurture and nourishment

Equal Opportunities Policy

Introduction

Treehouse School pledges itself to be a place where pupils of all races, religions, gender, abilities and social circumstances will find security and respect for themselves, their families, other people and their traditions. It is our policy to ensure that each member of the school community:

- a) Respects others and is respected;
- b) Takes part in the full life of the school;
- c) Achieves his/her potential;
- d) Has the opportunity to exercise choice.

This policy is in keeping with the L.E.A. Equal Opportunities Policy, the Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act of 1995 and Race Relations (Amendment) Act 2000.

Aims and Objectives

We aim to provide the best possible education for all our children regardless of gender, colour, race religion, nationality, home circumstances or ability. For this to happen, the school and its curriculum need to be equally accessible to all. Each parent and pupil must feel equally 'at home'.

The school will:

- Provide equal access to the curriculum for all pupils;
- Make parents aware of the facilities available;
- Encourage parents to be active participants in their child's education and in the life of the school;
- Ensure a positive climate in the school and community it serves;
- Through the curriculum, build upon the strong cultural and linguistic diversity;
- Encourage harmony between all children and adults;
- Treat incidents of harassment and discrimination seriously.

At The Treehouse, we aim to achieve an environment where every member of the school:

- a) Respects others;
- b) Is able to work and develop without direct or indirect discrimination of any kind.

It is recognised that equal opportunities for pupils is inextricably linked with equal opportunities for staff, since staff act as role models for pupils and it is unreasonable to expect staff to promote equal opportunities for pupils if they do not have equal opportunities themselves.

The school has addressed and will continually monitor factors about its own organisation and practice. In particular:-

- Ensuring implementation and biannual review of this policy;
- The status given to different individuals or groups and their cultures and beliefs within the school, (staff, parents and pupils), valuing diversity;
- Expecting the same behaviour, attitudes to learning and moral and social understanding from all pupils;
- Developing ways to value assertiveness and quietness in appropriate circumstances;
- Encourage pupils to develop a positive self-image;

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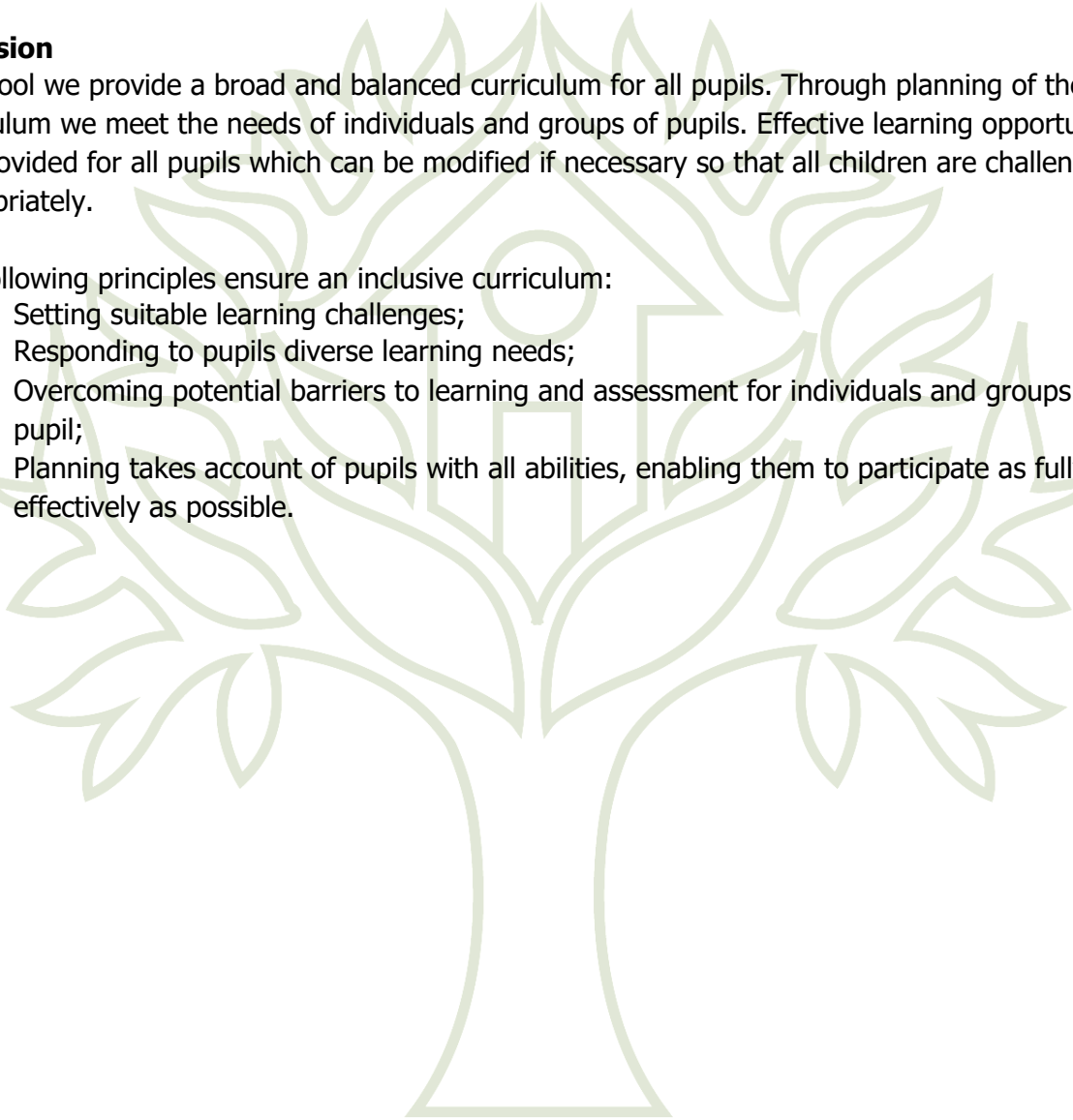
- Encourage pupils to question and develop open minds;
- The relationship between home and school and the role the school plays in the community;
- The recognition of the need to have a staff profile which reflects gender/race distribution;
- The recognition of the need to have a board of Trustees which reflects gender and race;
- The development of a rigorous monitoring policy to take account of ethnicity, gender and SEN.

Inclusion

In school we provide a broad and balanced curriculum for all pupils. Through planning of the curriculum we meet the needs of individuals and groups of pupils. Effective learning opportunities are provided for all pupils which can be modified if necessary so that all children are challenged appropriately.

The following principles ensure an inclusive curriculum:

- Setting suitable learning challenges;
- Responding to pupils diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupil;
- Planning takes account of pupils with all abilities, enabling them to participate as fully and effectively as possible.



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