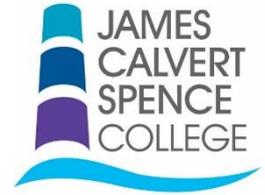


## Equal Opportunities - Statement of Intent



### Introduction

We want everyone involved in the James Calvert Spence College community to show tolerance and respect for each other. This Statement of Intent sets out the ideals we are working towards.

All our students have the right to a broad and balanced education. All are individuals, and should have the opportunity to reach their full potential. Individual solutions will be sought where special needs exist.

The school curriculum should be relevant to all our students, and they should all have equal access to it.

We encourage our students to be open-minded, and try to present them with a variety of positive images and role models.

We will help our students recognise the contributions made by different groups in society.

We will not discriminate against each other by our use of language.

We will not tolerate bullying of any kind.

Equal opportunity is part of every school experience.

We will do our best to keep pace with changing circumstances by reviewing this Statement of Intent regularly, examining how well we are working towards it and whether changes are needed.

### Subject Curriculum

The school's formal and informal curriculum should meet the needs of every individual.

Equal opportunities should be considered when planning the curriculum, choosing syllabuses and writing schemes of work.

Students should have access to the whole curriculum, and out-of-classroom activities,

We should make equal opportunities part of our planning process, setting targets for and evaluating our progress.

Curriculum materials should represent all groups positively, and not use language which discriminates against anyone.

Learning about equality of opportunity should be explicit in schemes of work, wherever possible.

### Assessment

We will explain our assessment policies to students and their families.

Our assessment methods should not discriminate against or disadvantage anyone.

We should regularly review our policies about setting and grouping students.

### Pastoral

We should be consistent and clear when raising equal opportunities issues with students, and enable them to recognise and challenge prejudiced attitudes.

The school's pastoral system should be closely linked to the students' learning experience, and we should make sure all staff are clear about their pastoral roles.

We should recognise and celebrate all our students' achievements, and encourage a real sense of self-esteem.

We should be clear about what procedures we use to deal with all types of prejudice.

Learning about equality of opportunity should be explicit in personal development programmes of study.

We should seek to ensure that the pastoral needs of everyone in the school are taken into account.

### **Resources**

All students should have equal access to resources, equipment and teachers' expertise.

Practical activities are equally important to boys and girls.

The library should endeavour to contain books and other materials which meet all our students' needs.

We should carry out timetable quality reviews, paying attention to equality of opportunity.

### **Atmosphere and Community**

We want the school to be a positive, civilised and enjoyable experience for all who use it.

We want all members of the school community to feel they belong here, and that they have a role in creating and developing a welcoming, caring, positive atmosphere and secure, comfortable environment.

Assemblies and other meetings should reflect this atmosphere.

We will ensure, as far as possible, that our surroundings offer the best possible learning and working environment.

We want students and staff to have high expectations of each other.

We want parents, guardians, governors and the wider community to work actively with us.

### **Staff**

We will seek to appoint the most suitable candidate to any post, and follow the guidelines set out in the LA's Equal Opportunities in Employment Policy Statement.

Staff at all levels are expected to provide good role models.

All staff, teaching and non-teaching, have access to support and training, and are encouraged to seek such opportunities.

Our professional development programme will include awareness of equal opportunities.

All staff will be encouraged to take part in making decisions which affect them.

**Communication**

We should take care over the correct spelling and pronunciation of individual names.

We should regularly review every means we use to communicate with our various audiences, to ensure we meet our equal opportunities standards.