



ARTHUR MELLOWS VILLAGE COLLEGE



EQUAL OPPORTUNITIES - CURRICULUM STATEMENT

At Arthur Mellows Village College we are enriched by the diversity of cultures and races our students and staff represent. We believe that the experiences our students bring with them to the College represent a real gain to our community. We strive to recognise and celebrate this in our work and recreation.

We believe that all people are of equal value regardless of sex, mental or physical attributes or ability, religion, culture, ethnic origin, background or sexuality.

Any behaviour which devalues or offends a person is unacceptable. We believe that everyone's culture is equally important and should be accepted and that the sharing of different cultures is valuable to us all.

We are committed to providing equal access to the full range of subjects and activities for all, so that opportunities are not restricted.

We aim to:

- provide an environment and educational opportunities that enables every individual regardless of gender, race, creed, class or ability, to develop their skills, knowledge and talents within the College community.
- encourage and project an ethos of mutual respect and support, among staff and students alike.
- share our skills with each other, and to recognise how much we can learn from each other.
- appreciate each other's experiences by valuing differences of culture, religion, gender, ability and background.

PRINCIPLE:

All human beings are of equal value but it is only where clear and definite steps are taken that there will be equality of opportunity.

At Arthur Mellows we are committed to the following:

- Respect for everyone by everyone.
- Making sure that all students feel safe.
- Helping everyone to understand that all students have the absolute right to enjoy everything which the College offers its students.
- Actively tackling prejudice.
- Encouraging close working partnerships between people of different gender, race, belief, ability and background.
- Making sure that the content of lessons helps towards an understanding of other people's lifestyles, cultures and beliefs.
- Telling everyone about our equal opportunities programme - not only students but also staff, parents, Governors and visitors to the College.

We know that good practice is essential in all areas of the College.

AROUND THE COLLEGE:

We need to foster mutual respect by:

- Treating incidents of abuse/prejudice seriously.
- Challenging negative stereotypes of minority and vulnerable groups.
- Challenging humour which is **at the expense** of individuals or groups.
- Setting College/classroom rules which are based on fairness to everyone.
- Checking that our own responses are not based on prejudice.
- Checking that everyone understands the codes and rules of the College.
- Respecting all individuals.
- Recognising that a student's negative self-image may impact on their behaviour.

CURRICULUM:

Planning, Lesson Content, Differentiation

- Curriculum and lesson planning should take advantage of any differences that students may bring to the lesson.
- The content of lessons should be interesting and useful for all students.
- Materials dealing with cultures or genders should be incorporated wherever possible.
- Resources and delivery should be relevant and accessible to all students.
- Teacher expectations of all students will be high - no ceilings or anticipated limitations- no discrimination on grounds of "ability" (teachers should endeavour to differentiate appropriately to all students' needs).
- There will be real learning in the sense that the material will be sufficiently stretching to allow each student the opportunity of gaining new insights and internalising them.

Teaching and learning styles:

- Instructions and materials which demand students' active enjoyment.
- Materials which allow students to make individualistic responses.
- The opportunity for students to participate in a range and variety of activities.
- The opportunity to engage in exploratory talk in small groups.
- The opportunity to solve problems collaboratively.
- The amount of time and attention we give to every student.
- Engagement of all students in the activities.
- Signs that students have internalised the information/observations.
- The opportunity for students to feed back what they have learnt and to evaluate it.
- Student desire to extend the knowledge or insight gained.

MONITORING OF EQUAL OPPORTUNITIES:

Monitoring should be carried out by giving regard to:

- School policy.
- Departmental procedure.
- National Curriculum requirements where appropriate.

This should be monitored by:

- Regular reviews of pupils' progress, through marks, grades, tests etc.
- Observing closely within the classroom and the College.
- Oral feedback from students.
- Gender achievement.
- The achievement of ethnic minority students.
- Collating incidences of abuse/prejudice