



## Equal Opportunities Policy

### 1 Legal Framework

- 1.1 The school has a duty under the Equality Act 2010 to eliminate discrimination, promote equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- 1.2 The school has a duty under the Education and Inspections Act 2006 to promote community cohesion.
- 1.3 We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### 2 Aims and Objectives

#### 2.1 We ensure that all pupils have equal value with full access to the full range of educational opportunities provided by the school.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

#### 2.2 We recognise, respect and celebrate difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must take account of not only differences of life-experience, outlook and background, but also the kinds of barriers and disadvantages which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

#### 2.3 We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

Our policies, procedures and activities promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and

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- communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

### **2.4 We observe good equalities practice in staff recruitment, retention and development.**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

### **2.5 We aim to reduce and remove inequalities and barriers that already exist.**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

## **3 The Curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the aims set out above.

### **4 Addressing prejudice and prejudice related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the principles:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

The anti-bullying policy sets out how bullying is dealt with in this school.

## **5 The role of governors**

- 5.1** The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

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- 5.2 The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- 5.3 The Disability Equality Scheme sets out the three-year action plan to improve the arrangements for children with disabilities.
- 5.4 The governors welcome all applications to join the school, whatever background or disability a child may have.
- 5.5 The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion, sexuality or race. So, for example, all children have access to the full range of the curriculum. Children who may need help to access the curriculum for reasons such as health, disability or special educational needs are given additional support as appropriate. This will be set out in the child's care plan or individual education plan. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

### **6 The role of the Headteacher**

- 6.1 It is the headteacher's role to implement the school's equal opportunities policy and s/he is supported by the governing body in so doing.
- 4.2 It is the headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 4.3 The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- 4.4 The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- 4.5 The headteacher treats all incidents of unfair treatment linked to prejudice with due seriousness.

### **7 The role of the class teacher**

- 7.1 The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 7.2 When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and those with disabilities and that challenges stereotypical images of minority groups.

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- 7.3** When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world. All our policies have a section relating to equal opportunities.
- 7.4** All our teachers challenge any incidents of prejudice or racism. We record any serious incidents on the on-line reporting system CPOMS, and draw them to the attention of the headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination. Parents are notified of any incidents involving children and are expected to support staff in ensuring this policy is adhered to.

## **8 Monitoring and review**

- 8.1** It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:
- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
  - monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
  - requiring the headteacher to report to governors on the effectiveness of this policy;
  - taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils and reporting any incidents to the Local Authority where appropriate
  - monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

This policy will be reviewed on an annual basis