



Equalities Policy

What is “Equal Opportunity?”

Equal Opportunities at school are about ensuring that all children and adults have equality of opportunity in terms of access and outcome throughout all aspects of school life and that their life chances for the present and future are not impeded or distorted by anything that happens during their participation in the process of education, but are in fact widened to allow them to achieve the whole scope of their potential. It is important to note that equal access does not necessarily lead to equality of outcome.

Equal opportunity recognises and celebrates our similarities and our diversity as individuals and groups. It recognises that all individuals have an intrinsic right to be nurtured in such a way as they are able to reach their full potential.

Equal opportunity accepts that while we all have something of value to contribute, we do not all start on a level playing field. Consequently some individuals will be disadvantaged in their attempts to reach their potential. We as a school will work hard to differentiate and maximise their personal achievement.

Issues of equality are applicable to us all, but there are a number of people about whom Equal Opportunity concerns are often more formally expressed. Such groups are often referred to in terms of race, gender, sex and disability or with reference to their age, class, religion or educational achievement.

Equal Opportunities covers the whole process of education but particularly embraces issues of multiculturalism, anti-racism, disability, ethnicity, gender and trans-gender, sexuality, and socio economic disadvantage.

Strategies to combat inequality include those dealing with issues of self-esteem and sense of self-worth, school organisation, curriculum content and delivery, discipline, provision for those considered to have special educational and or English as an additional language needs, underachievement, and building social relationships within the school community. Equal opportunity is about creating the structures and contexts for unlocking potential.



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We will endeavour to create and maintain a school ethos which is welcoming, reflective of the diverse multicultural society around us, fosters a sense of well-being, confidence and security; that affirms individual identity and demonstrates respect for each other; that ensures time and space for each individual; that challenges and expands horizons and encourages confidence, independence, co-operation and participation

Guiding principles

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage 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, women and men are recognised.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

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



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- positive interaction, good relations and dialogue between groups and 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 all genders and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

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
- whichever their gender.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, 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.

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.



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Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- people of all genders

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles.

Our overall intention is to 'open doors' for all our pupils into a rich curriculum that provides opportunities for everyone to flourish and contribute to society in a positive way.

Open Doors Curriculum & Equality

Our five doors are key for supporting our children with life and learning.

Through our whole school curriculum we will encourage equality by:

Door 1 (Key Skills)

- Reading and researching about equality giving opportunity for children to celebrate high quality texts with equality and diversity as themes and written by authors from a variety of cultures and diversities
- Gathering and analysing data linked to the equality and diversity so we can measure and identify areas that need to be improved

Door 2 (The world)

- Appreciate the diversity of culture and many other factors in our world understanding how we are impacted in a positive way by people from diverse cultures and backgrounds and recognising the contributions made to human history, settlement and progress by people from diverse backgrounds and with diverse characteristics
- Develop understanding of a diversity of faith and belief through visits, visitors and respecting contrasts in lived experiences



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Door 3 (Healthy Lives)

- Celebrating and supporting healthy relationships and developing skills in connecting with others from a culture, background or with characteristics that may be different from ourselves

Door 4 (Creativity)

- Celebrating the diversity of creativity and creative influence from other cultures and people of contrasting backgrounds, ethnicities, diversities

Door 5 (Communication and Language)

- Giving a voice to all people through empowered communication skills and development of vocabulary for expression, social interactions and emotions

Ethos and organisation

We ensure that the principles listed in above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.



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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 previously referred to:

- 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, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There are existing procedures in place for staff to raise grievances or report serious concerns under the whistle blowing policy.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.



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Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and evaluation

1. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
2. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.



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OUR EQUALITY OBJECTIVES 2021-2025				
Target	Strategies	Timescale	Responsibility	Success Criteria
To narrow the gaps between disadvantaged children and other children across school.	Pupil progress meetings and monitored interventions	Termly pupil progress meetings. Year on year improvement targets.	SLT & SENDCo & teaching staff	Narrowed gap between cohorts
To narrow the gap in participation in sporting events and all other activities for physically challenged pupils (including SEN) and other pupils.	Inclusion events (such as 'Paralympics Festival') & adaptations to PE plans. Sports club involvement	As events occur & throughout the year.	SENDCo & Sports Leaders & teachers (with South Ribble coaches)	Pupils and/or parents feel supported and included in all events and confidence of physically challenged pupils grows
To promote spiritual, moral, social and cultural development through a cross-curricular Learning Journeys based approach with particular reference to issues of equality and diversity.	Our Open Doors Curriculum ensures diversity is celebrated of faith and culture and protected characteristics (in addition to special events such as 'Odd Socks Day' or 'Unique Week') – see Equalities Policy for more detail	Throughout the year and monitored by continuously	RE & PSHE leads and Curriculum Leader with all staff	Increased awareness and celebration of diversity throughout the school.

Date this policy will be reviewed: July 2022



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