

The Meadows School



Equal Opportunities Policy

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1. Rationale

This policy has been adopted and written in relation to Disciplinary procedures for school-based staff at the Meadows School and should be read in conjunction with the LAs Policies and Procedures and any DFE Policy, Statements and Guidelines.

2. Introduction

The Meadows School 'Ethos & Aims' statement values the individuality of all of our students. We are committed to giving all our students every opportunity to achieve the highest of standards. We do this by taking account of students' varied experiences, abilities and needs. We offer a broad and balanced curriculum, and have high expectations of all students. The achievements, attitudes and well-being of all our students matter.

This Equal Opportunities Policy extends to adults: staff, parents and carers.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all students and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

3. Aims and objectives

- 3.1. We aim not to discriminate against anyone, be they staff, student or parent.
- 3.2. We aim to promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some students differently.
- 3.3. We seek to ensure that all students have equal access to the full range of educational opportunities provided by the school.
- 3.4. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of students.
- 3.5. We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
- 3.6. We aim to challenge personal prejudice and stereotypical views whenever they occur.
- 3.7. We value each student, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.

- 3.8. We are aware that prejudice and stereotyping are often caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

4. Racial

At The Meadows School we will:

- strive to eliminate all forms of racism and racial discrimination
- promote equality of opportunity, regardless of race, ethnicity or religion
- promote good relations between people of different racial and ethnic groups
- seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures.

We endeavour to make our school and its environment welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the students and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

5. Disability non-discrimination

A large proportion of students at The Meadows School may have medical, sensory or physical disabilities, in addition to their special educational needs. We are committed to meeting the needs of these students and all reasonable steps are taken to ensure that these students are not disadvantaged compared with non-disabled students.

The school is committed to providing an environment that allows all students and adults full access to the school premises and to all areas of learning.

Teachers modify teaching and learning as appropriate to meet the needs of all students. Teaching will be, effectively modified to enable all students to access learning and resources.

6. Gender

We are committed to seeing all individuals and groups of students making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of all students. These may include:

- ensuring that early literacy skills are promoted in all activities.
- ensuring that the starting points for writing activities capture the interests and imagination of all students
- removing gender bias from our resources
- employing a variety of activities, and include a kinaesthetic element
- making sure that our school environment promotes positive role models, in relation to learning and achievement
- minimising stereotyping
- providing challenge, competition and short-term goals
- valuing and celebrating academic achievement in ways which will motivate all students

7. The role of the class teacher

Class teachers will ensure all pupils are treated fairly and with respect. When selecting classroom material, teachers strive to provide resources which give positive images, which challenge stereotypical images of minority groups, or gender. All staff ensure that the language they use does not reinforce stereotypes or prejudice.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents on **Sleuth** and draw them to the immediate attention of the Head Teacher and or Senior Leadership Team.

8. The role of the Senior Leadership Team

The Senior Leadership Team will:

- ensure that the school's policy on Equal Opportunities is implemented effectively
- ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations;
- ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;

- promote the principle of equal opportunity when developing the curriculum for students, and in providing opportunities for professional development for staff;
- promote respect for other people in all aspects of school life
- manage all incidents of unfair treatment with due seriousness, and in line with this policy.

9. The role of governors

In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects analyses and evaluates a range of school data. We check that all students are making the best possible progress and that no group of students is underachieving. To do this we monitor:

- progress over time;
- attainment
- attendance;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 are not discriminated against when applying for jobs at our school. The governors' welcome applications to join the school from all backgrounds, genders, minority groups or anyone with a disability.

The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.