



Equal Opportunities Policy

(see also *Equalities Objectives Plan*, Inclusion Policy, EAL Policy, Race Equality Policy, SEND Policy, Gender Equality Policy)

1 Introduction

1.1 Our school's mission statement talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the British values of mutual respect for and tolerance of those with different faiths and beliefs and those without faith, the individuality of all children, irrespective of ethnicity, religion or beliefs, attainment, age, disability, gender, gender reassignment, sexual orientation or background.

1.2 This policy accords with the legislation which came into force on 1st October 2010, the Equality Act 2010, which replaced previous anti-discrimination legislation with a single Act, including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. In addition, the Public Sector Equality Duty (PSED), which came into force on 6th April 2011, covers those with relevant protected characteristics and places a duty on public authorities to consider how their policies or decisions affect people who are protected under the Equality Act.

2 Aims and objectives

2.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion or beliefs, attainment, age, disability, gender, sexual orientation, gender assignment and reassignment, marital or pregnancy or other background.

2.2 We 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 pupils differently.

2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

2.6 We challenge personal prejudice and stereotypical views whenever they occur.



2.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

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

3 Racial equality

3.1 In our school we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups

3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we would deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour).

3.3 We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures and communities through a planned curriculum that includes our focus on 'decolonisation of the curriculum' through the topics studied by the children. We reflect and promote this in the displays of work shown around the school.

3.4 Our curriculum reflects the attitudes, values and respect that we have for all ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

4 Disability non-discrimination

4.1 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning.

4.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.



5 Gender equality

- 5.1** We recognise that nationally the achievement of boys in some subjects falls behind that of girls. We are committed to all individuals and groups of pupils making the best progress possible in our school. These variations will be considered and actions taken to address this. The following section exemplifies raising boys' achievements who are currently under-achieving.
- 5.2** We have put in place a number of measures to raise the achievement of the boys. These include:
- dealing with negative aspects of boys' behaviour, including bullying and name-calling;
 - removing gender bias from our resources;
 - making sure that our displays reflect boys and men as effective learners and achievers;
 - identifying strategies and resources that appeal to boys' learning style
 - encouraging boys to read fiction
 - ensuring our curriculum topics and texts draw on the interests of boys.
- 5.3** We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.
- 5.4** The school has a separate Gender Equality Policy approved by governors.

6 The role of governors

- 6.1** In this policy statement the Governing Board 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.
- 6.2** The Governing Board collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this we monitor:
- admissions
 - progress and attainment
 - exclusions
 - rewards and sanctions
 - parents' and pupils' questionnaires
- 6.3** The Governing Board 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 properly accommodates people with disabilities.
- 6.4** The governors welcome all applications to join the school, whatever background or disability a child may have.



- 6.5** The Governing Board ensures that no-one is discriminated against whilst in our school on account of their sex, religion, race, age, disability, gender, gender reassignment, sexual orientation or background. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

7 The role of the headteacher

- 7.1** It is the headteacher's role to implement the school's policy on equal opportunities, and is supported by the Governing Board in so doing.
- 7.2** It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 7.3** The headteacher ensures that all appointment panels give due regard to this policy, so that no-one is discriminated against.
- 7.4** The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 7.5** The headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.
- 7.6** The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

8 The role of the class teacher

- 8.1** Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- 8.2** When selecting classroom materials, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.
- 8.3** 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. So, for example, history topics include examples of the significant contributions of women, black and ethnic minority people have made in this country's history. In geography 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.



8.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents on CPOMS and draw them to the attention of the headteacher.

9 Monitoring and review

9.1 It is the responsibility of our Governing Board to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- monitor the progress of boys and girls, comparing their progress and to the progress made by boys and girls in other schools;
- monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- require the headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

9.2 We have prepared an Equality Objectives Scheme Action Plan identifying our equality goals and actions to meet them.

9.3 The Governing Board will review this policy in the Autumn Term 2024, or earlier if there is a significant change in legislation which triggers a review before then.

A. K. Garland

Inclusion Governors
Millie Davis & Andy Garland

Headteacher
Samina Jaffar

Approved by Governors: Autumn Term 2022

Review Date: Autumn Term 2024