

Wrotham Road Primary School

Equal Opportunities Policy (version 2 Feb 2014)

1 Introduction

- 1.1 Our school's mission statement is "*opportunity, enjoyment and excellence for all*". We recognise our duty to establish equality of opportunity for all students, staff and other members of the school community and users of our facilities regardless of their ethnicity, disability, gender, sexuality, age or belief as defined within existing equalities legislation.

In particular, 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 individuality and equality of opportunity of all children and members of the school community, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

- 1.2 This policy accords with legislation as set down in the Equality Act 2010 which replaced and consolidated all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination 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, attainment, age, disability, gender, background pregnancy or maternity.
- 2.2 We are committed to reviewing all aspects of policies, procedures and practices (PPP) to ensure they do not disadvantage any group or individual and to ensure PPPs are developed in an increasingly inclusive and equitable way. We apply the principle of "levelling up" whereby we will apply the highest requirement of the law while taking into account the need to apply the test of what is relevant and proportionate.
- 2.3 In relation to our PPPs we aim to ensure that our actions are proportionate to the relevance of equalities issues. We will prioritise actions that enable us to tackle the most significant issues across the equality strands in order to deliver the best equality outcomes.
- 2.4 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.
- 2.5 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 2.6 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- 2.7 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone regardless of race, ethnicity, disability, gender, sexuality, religion, age, pregnancy or maternity.
- 2.8 We challenge personal prejudice and stereotypical views whenever they occur.
- 2.9 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.
- 2.10 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.
- 2.11 We carefully track the individual progress of all pupils to ensure accurate monitoring of achievement and attainment across all groups.

3 Racial equality

- 3.1 In our school we will:
- strive to eliminate all forms of racism and racial discrimination;
 - promote equality of opportunity for all members of the school community;
 - promote good relations between people of different racial and ethnic groups;
 - strive to promote race equality in all dimensions of the school's life & community.
- 3.2 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 (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 through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.
- 3.5 We are committed to ensuring our recruitment and selection procedures do not discriminate in terms of race or ethnicity.

4 Disability non-discrimination

- 4.1 We are committed to promoting positive attitudes towards disability, eliminating discrimination and ensuring equality of opportunity for disabled members of the school community.
- 4.2 We are committed to making the school accessible to all members of the community. Following major building works, the school now fully meets the requirements of the Equality Act 2010.
- 4.3 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. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.
- 4.4 The school is committed to providing an environment that allows disabled children full access to all areas of learning.
- 4.5 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.
- 4.6 We are committed to ensuring our recruitment and selection procedures do not discriminate in terms of disability.

5 Gender equality

- 5.1 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 are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

- 5.2 Teachers ensure that there is no gender bias in teaching and learning methods and resources used.
- 5.3 We are committed to ensuring our recruitment and selection procedures do not discriminate in terms of gender or sexuality.

6 The role of governors

- 6.1 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.
- 6.2 The governing body 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. Data that we monitor includes:
- admissions;
 - attainment;
 - exclusions;
 - rewards and sanctions;
 - parents' and pupils' questionnaires.
- 6.3 The governors welcome all applications to join the school either as pupils or staff regardless of background or disability.

7 The role of the headteacher

- 7.1 It is the headteacher's responsibility to implement the school's policy on equal opportunities, and they are supported by the governing body in so doing.
- 7.2 It is the headteacher's responsibility 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 appointments 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 and reports them in accordance with regulations.

8 The role of staff

- 8.1 Staff 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 material, 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 women 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 staff challenge any incidents of prejudice or racism and report them to the headteacher.

9 Monitoring and review

9.1 It is the responsibility of our governing body 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 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, staff or pupils regarding equal opportunity;
- monitor the school's Behaviour policy, and the numbers of exclusions, to make sure that no groups of children are unfairly treated.
- Monitor action plans arising from impact assessments.

9.2 This policy will be reviewed by the governing body every two years or earlier if it is considered necessary.

Appendix: policy changes tracking sheet

Date agreed: Jan 2011

Date reviewed: Feb 2014

Review date: Feb 2016

