

Lydbrook Primary School
(including Robins Nursery)

EQUAL OPPORTUNITIES POLICY

Where anything is Possible

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| Reviewed: | Annually |
| By: | Full Governing Body |
| Agreed: | |
| Next Review: | Spring 2022 |

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 individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

1.2 This policy accords with legislation:

- The Equal Opportunity Act 2010
- The Sex Discrimination Act 1995
- Human Rights Act 1998
- Civil Partnership Act 2004
- Gender Recognition Act 2004
- The Race Relations Amendment Act 2000
- The Disability Discrimination Act 1995
- The Disability Discrimination Act (Amendment) Regulations 2003
- The Disability Discrimination Act 2005
- The Disability Discrimination (Public Authorities)(Statutory Duties) Regulations 2005
- The Special Educational Needs and Disability act (SENDA) 2001
- The Disability (Pensions) Regulations 2003
- The Disability Rights Commission Act 1999
- The Education (Modification of Enactments Relating to Employment) Order 2003: SI 2003/1964
- The Education Act 1996: Part IV
- The Employment Equality (Age) Regulations 2006
- The Employment Equality (Sex Discrimination) Regulations 2005
- The Employment Equality (Religion or Belief) Regulations 2003: SI2003/1660
- The Employment Equality (Sexual Orientation) Regulations 2003: SI 2003/1661.

2 Aims and objectives

The aims of this policy are:-

- To ensure that all members of the community have equal access to the learning and development opportunities offered by the school
- To ensure that all members of the school community are free from discrimination.

- To ensure that pupils understand what equality of opportunity means and its importance in building a positive society

3 Responsibilities

It is essential that equality of opportunity permeates all aspects of school life, and is the responsibility of every member of the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the Headteacher.

Our community includes:

- Pupils
- All School staff
- Parents
- Governors
- Visitors to the school
- Students on placement

Every individual has a right to be considered of equal value and be given equal opportunities regardless of any protected characteristic. These include:-

- Ethnicity
- Gender (including transgender)
- Social background
- Ability/Disability
- Any health conditions
- Belief
- Age
- Marital status
- Nationality/Citizenship
- Sexual orientation

4 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.

5 Principles

The school works to establish the following conditions whereby:

- The leadership of the school are aware of their key role in promoting mutual respect between all members of the school community.
- There is an open, friendly atmosphere which welcomes everyone to the school.
- The adults in the school act as positive role models in their approach to all issues relating to equality of opportunity.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
- Physical access for all, including those who are disabled, can be easily arranged.

- The importance of mental health and well-being is acknowledged, and those with difficulties in this area are supported.
- Provision is made to cater for the spiritual needs of all the children through the planning of assemblies and classroom activities.

6 Learning Environment

The school works to establish the following conditions whereby:-

- There is a consistently high expectation of all pupils regardless of any protected characteristic. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- Teacher enthusiasm is seen as a vital factor in achieving a high level of motivation and good results from all pupils.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN Policy and Disability Equality Scheme).
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.

7 The taught curriculum

The school works to establish the following conditions whereby:

- Planning reflects the school's specific commitment to equality of opportunity in all subject areas and cross curricular themes, in line with the National Curriculum
- Planning takes account of the differing needs of pupils and their progression.
- The PINK curriculum addresses issues relating to equality and freedom from discrimination.
- Themes linked to Growth mindset
- Monitoring and evaluation of curricular outcomes occurs regularly to ensure that what has been planned takes place. This is achieved in a number of ways including through phase moderation meetings and ongoing monitoring by the Headteacher, the ELSA lead and the PHSE Lead

8 Resources and Materials

The provision of good quality resources and materials within the school should be equally accessible to all, raise awareness of equal opportunity issues and should:-

- Reflect "the reality of an ethnically, culturally and sexually diverse society".
- Show positive images of males and females in society including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of equal opportunity issues
- Not include explicitly or implicitly racist, sexist, homophobic or ageist materials.

9 Language

We recognise that it is important that all members of the school community use appropriate language which uses correct terminology does not offend and creates and enhances positive images of particular groups.

10 Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

At Lydbrook, our environment is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures. We do this by:-

- Reviewing the multi-cultural content provided by our curriculum. This process is managed by the Headteacher with class teachers.
- Actively seek effective curriculum partnerships with other establishments that provide our children with opportunities to experience diversity.

11 Extra-curricular provision

It is the policy of the school to provide equal access to all activities from an early age eg. Ensuring that girls and boys have equal access to sporting opportunities.

We make sure anyone involved in extra-curricular activities are aware of the school's commitment to equality of opportunity (eg. Sports helpers, coach drivers) by providing them with written guidelines drawn from this policy and that they adhere to these guidelines.

12 Provision for Bilingual pupils

At Lydbrook we undertake to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- Traveller children
- Those from refugee families
- Pupils whose home language is not a standard form of English
- Pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.

13. Staffing and Staff development

We recognise the need for positive role models and the distribution of responsibility among staff to empower and to facilitate personal development.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

When recruiting, we follow a process which encourages equal opportunities for all.

14 Harrassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour including unwanted attentions (verbal or physical) or unwelcome or offensive remarks about protected characteristics.

The school has a clear, agreed procedure for dealing with incidents such as these (see Behaviour Policy)

15 Parents and the Wider community

We aim to work in partnership with parents to help all pupils to achieve their potential. This is undertaken through regular parent consultation.

We wish to affirm our continuing commitment to reach out to other diverse groups within our immediate community and beyond.

16 Monitoring and review

Equality of opportunity is an area requiring careful and ongoing monitory by the Headteacher. The Headteacher is responsible for the following activities:-

- Leading discussions in designated staff meetings to discuss issues of equal opportunities within the school community.
- Working closely with key people to ensure delivery of the aims of this policy
- Working closely with the Governor responsible for this area.
- Monitoring school systems (see below) to enable the school to see where equality of opportunity needs to be more intensely focsed.

17 School systems to support monitoring of Equal opportunities

- SATs results and in Year data through Insight and DFE documentation
- Participation in extra-curricular activities through the PE lead.
- Exclusions and truancy, monitored through SIMs
- Racist and sexist incidents, monitored through My Concern
- Results from screening for specific learning needs, monitored by the SENCo
- Attendance.