

# Longstone CE (VA) Primary School



Statement of Policy:

## **Equal Opportunities**

**Version: 6.4**

**Date: January 2020**

## Summary

This document outlines our compliance with the Equalities Act 2010 whereby we will not unlawfully discriminate against pupils, staff and the general school community with regards to their sex, race, disability, religion or beliefs or sexual orientation.

## Document control

### Owner

The owner of this document is the Head Teacher. All requests for change should be directed to them.

Any printed copies of this document are for reference only; the definitive version is the computer file held on the school office administrator's computer.

### Revision history

Date	Version	Changes	Author(s)
26/1/09	1	Add sexual orientation to 4.1.1	J Gledhill
28/3/09	2	Complete rewrite. Supersedes 'Race Equality' policy	J Gledhill
15/5/10	3	No change	J Rackstraw
19/5/13	4	Addition of 'financial position' to list in 4.1.1	G Harvey
9/10/14	5	Expanded content to cover more vulnerable groups. Addition of British Values paragraph	G Harvey
13/2/17	6	Amended 4.5 to include all discriminatory factors rather than just sex, religion or race. Amended teachers to staff in 6.4 Altered Governing Body to Governing Board Altered numbering	G Harvey
Jan 2018	6.2	Introduction: Inclusion of a statement which explains our Christian culture	G Harvey
Jan 2019	6.3	Reviewed but no changes	G Harvey
Jan 2020	6.4	5.1 Altered pronoun to non-gender specific pronoun	G. Harvey

### Approval

Date	Version	Approver(s)	Minute number
18/05/09	1	Governing body	8/05/09 8.3
09/05/2010	2	Governing Body	09/05/10 9.5
27/6/2013	3	Resources Committee	27/6/13 - 3
9/10/14	4	Resources Committee	9/10/14 - 5.2
12/10/15	5	Resources Committee	6.1
23/2/17	6	Resources Committee	
24/1/18	6.2	Resources Committee	10.2
30/1/19	6.3	Resources Committee	15.5
22/1/20	6.4	Resources Committee	10.2

### Review period

The maximum period between reviews of this document is: 12 months.

Version	Next revision due
6.3	Jan 2021

# Statement of Policy

## **1 Introduction**

At Longstone School we strive to create a happy, safe and creative school in which everybody can grow, learning new things together. We know that everyone is important whatever their background and whatever their aspirations. Belonging to a safe and nurturing community, founded on strong Christian values, children will thrive and develop into well-rounded individuals who are equipped to meet the challenges of our modern world with confidence. These values are embedded in all of our policies and practice.

The Governing Board is committed to ensuring that all pupils, staff, parents, visitors and Governors are treated fairly and with respect. Equal opportunities are integral to our strong Christian ethos and culture within school.

## **2 Aims and objectives**

- 2.1 The school does not discriminate, harass or victimise anyone, be they staff, pupils or potential pupils, on the grounds of their gender, sexual orientation, race, colour, religion, gender reassignment, pregnancy, financial position, nationality, ethnic or national origins. It will promote equality of opportunity for disabled people, pupils, staff, parents, carers and other people who use or may wish to use the school.
- 2.2 The school promotes the principles of fairness and justice for all through the education that the school provides.
- 2.3 The school ensures that all pupils have equal access to the full range of educational opportunities, facilities and services it provides.
- 2.4 The school constantly strives to remove any forms of indirect discrimination that may form barriers to learning.
- 2.5 The school ensures that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 2.6 The school challenges stereotyping and prejudice whenever it occurs.
- 2.7 The school celebrates the cultural diversity of our community and shows respect for all minority groups.
- 2.8 The school is aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, the school aims to promote positive social attitudes and respect for all.
- 2.9 To "actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." (Ofsted School Inspection handbook – Sept 2014)

## **3 Equality and Diversity**

- 1 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by it. The school does not tolerate any forms of discrimination or discriminatory behaviour. For example, if a racist incident should occur, it will act immediately to prevent any repetition of the incident.
- 2 The school endeavours to make welcome all minority groups. It promotes an understanding of different cultures through the topics studied by the children, and reflects this in the displays of work shown around the school.
- 3 The curriculum reflects the attitudes, values and respect for all groups.
- 4 Should anyone at the school be a victim of discrimination, it will do all it can to support that person in overcoming any difficulties they may have.

## **4 The Role of Governors**

- 4.1 The Governing Board is aware of the school's obligations under the Equalities Act 2010 and ensure that this is reflected in all its decisions and policies. It will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- 4.2 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 gives access to people with disabilities.
- 4.4 The governors welcome all applications to join the school.
- 4.5 The Governing Board ensures that no child is discriminated against whilst in our school on account of any of the factors stated in 2.1. 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 affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

## **5 The Role of the Head Teacher**

- 5.1 It is the Head Teacher's role to implement the school's equal opportunities and anti-racist policy and they are supported by the governing body in so doing.
- 5.2 It is the Head Teacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 5.3 The Head Teacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- 5.4 The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- 5.5 The Head Teacher treats all incidents of unfair treatment and any discriminatory harassment or victimisation incidents with due seriousness.

## **6 The Role of the Class Teacher**

- 6.1 The class teacher ensures that all pupils are treated fairly, equally and with respect. The school will not discriminate against any child.
- 6.2 When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- 6.3 When designing schemes of work, the school uses this policy to guide us, both in the choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments 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.
- 6.4 All the staff challenge any incidents of prejudice or racism. They will record any serious incidents in the school log book, and draw them to the attention of the Head Teacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

**7 Monitoring**

7.1 It is the responsibility of the Governing Board to monitor the effectiveness of this Equal Opportunities policy. The Governing Board does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

Signed ..... (Head Teacher)

Signed ..... (Chair of Committee)

Signed ..... (Chair of Governors)