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Ratified by: S&P  
Review Due: May 2021  
Statutory: yes  
Website:  
Lead Person(s):



## ST KEYNA PRIMARY SCHOOL EQUAL OPPORTUNITIES POLICY

### Rationale

St Keyna is a caring community committed to equal opportunities for all its children, parents, governors and staff. We aim to be a welcoming team where everyone:

- ◆ is respected and respects others
- ◆ takes a full part in the life of the school
- ◆ recognises the needs of each individual
- ◆ fosters their individuality, talents and aptitudes
- ◆ is free to make good choices
- ◆ develops skills essential to life
- ◆ achieves to their full potential

The purpose of the policy is to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour including harassment does not occur.

**Direct discrimination:** where an individual or group receives less favourable treatment with some unjustifiable reason because of their gender, sexual orientation, race, age, religion or disability.

**Indirect discrimination:** applying unjustifiable requirements and conditions which have a disproportionate impact on an individual of a particular group.

We will not discriminate against anyone on grounds of for example their socio-economic group, colour, age, gender, partnership / married status, sexual orientation, race, religion, HIV status, SEN or disability and will challenge prejudices and stereotypes and encourage positive attitudes throughout the school community.

We recognise that developing understanding of the views and rights of groups to which we do not ourselves belong, is an important part of learning to live in a diverse society and encourage positive attitudes toward equal opportunities in the context of the wider community.

This policy underpins all the school's policies and aspects of school life including the selection, appointment, working conditions and professional development of staff; pupil admissions procedures; the curriculum and everything to do with the child's time in school. St Keyna will not be discriminatory in its practices.

Care for each child is central to the school's aims and provision.

## **Aims**

1. We aim to develop the children's awareness of the diversity of the society in which we live
2. To challenge prejudice and promote the principles of equality and justice in a happy, caring environment where everyone, staff and children show respect and appreciation for each other
3. To promote the self-esteem and to foster the social and emotional growth of each child throughout school life
4. To ensure that both boys and girls have full and equal access to a broad and balanced curriculum and enrichment opportunities; differentiated so that every child including those with SEN and disabilities can reach their full potential
5. To combat homophobia and foster respect for all Lesbian, Gay, Bisexual, Transgender (LGBT) people
6. To value all family structures
7. To combat racial discrimination and harassment and promote racial harmony
8. To welcome the enrichment that cultural and ethnic diversity brings and prepare pupils for living in a multicultural society
9. To recognise and value differing religious belief systems, or none and respect the implications of their festivals.
10. To involve children in the implementation of this policy through the actions of the Eteam.

## **GUIDELINES**

### **The curriculum**

- All children will have equal access to a broad and balanced skills based curriculum differentiated to meet individual needs and different learning styles. Varied and flexible provision which does not make distinctions that have negative effects on children, their learning or development will be put in place
- Subject leaders will address equality issues within their subject.
- Efforts will be made to involve the wider community in equal opportunities work
- It may be necessary for some children to receive more favourable treatment in order to ensure equality of opportunity. The school will pursue strategies to ensure that both girls and boys achieve their full potential and that stereotyped expectations do not limit the experiences available. Monitoring will include the awareness and use of appropriate teaching and learning styles.

Children should be given the opportunity:

1. To make informed choices without rejecting any as being inappropriate because of stereotyping e.g. sport, minor jobs
2. To gain self-worth and self-confidence, freeing them to develop a sense of who they are and what they want

### **Hidden curriculum**

Staff will be aware of the importance and power of the hidden curriculum and the need to promote positive images and role models in the context of equal opportunities.

### **Resources and displays**

1. Staff will ensure that all children are enabled to access all resources
2. Books, play equipment, visitors and other resources will be monitored to see that they are non-stereotyping and to ensure they present positive images of age, LGBT, family structure, gender, race, skin colour, religion, SEN and disability
3. Displays of work will be monitored regularly to ensure they celebrate the achievement of all
4. Other school displays and posters will show positive images of all

### **Disability**

St. Keyna is fully committed to the promotion of disability equality in our policies, procedures and curriculum for every child, employee and visitor to the school. We will ensure that discrimination is addressed and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled.

We will actively promote disability equality even when it means treating disabled people more favourably than others.

We ensure that reasonable adjustments are made to working conditions and to the curriculum for disabled pupils.

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- ◆ identifying aspects of their lesson plans that may present specific difficulties for individuals
- ◆ planning appropriate amounts of time to allow for satisfactory completion of tasks
- ◆ planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
- ◆ ensuring that equipment and resources are suitable for the pupil and within reach

## **Racial equality**

The school fully understands the need to promote racial harmony and to plan opportunities for combating racism through our policies, procedures and curriculum.

We believe that our school must be a safe place for everyone and we are committed to:

- ◆ Promoting racial harmony. We will create an environment which respects and values cultural, linguistic and religious differences
- ◆ Racism and racial discrimination will be directly challenged and action taken to prevent the likelihood of recurrence
- ◆ As our school is not ethnically very diverse we are conscious of the need to put effort into the celebration of cultural diversity of our country and show respect for all minority groups
- ◆ Contributions from various cultures are included in the planning and teaching of the curriculum, in resources and displays
- ◆ We endeavour to make the school a welcoming place for all ethnic and national groups represented in the community and invite visitors to come and share their experiences with us
- ◆ We foster international links to enrich understanding of those whose culture is different
- ◆ All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge any cultural bias and stereotyping
- ◆ To support pupils in their class for whom English is an Additional Language and to incorporate principles of equality and diversity into all aspects of their work
- ◆ The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities and that the policy and its related procedures and strategies are implemented
- ◆ Racist incident report forms, available on the staffroom notice board, will be completed and copies will be sent to the LA
- ◆ In the event of a member of staff being implicated, the usual disciplinary procedures will apply. Incidents will be reported to Governors
- ◆ The governors will monitor and evaluate annual data on the number and type of racist incidents in school
- ◆ The school will ensure that families for whom English is an additional language have materials about school translated into their languages, where appropriate

## **The School as Employer**

St. Keyna Primary is committed to Equal Opportunities for every member of staff, present and prospective, including part-time, agency and supply.

The School will ensure that all those involved in recruitment are trained in equal opportunities practices and that procedures are fair, honest and open. The School will monitor staff recruitment, retention and career development by ethnicity, gender, sexual orientation, disability and age.

We undertake to maintain an environment where Governors and Employees:

- o Apply equality and fairness in employment practices. All decisions including advertising of vacancies, short listing, selection, induction, appraisal, training, development, promotion and pay will be based on an objective and fair assessment of need.
- o Draw the attention of the Headteacher or the appropriate trade union to suspected acts or practices which affect equal opportunities.

## **Dignity at work**

The school is committed to the principles of dignity at work for all staff in the school. This includes the right to be treated with respect by all leaders and colleagues. Any person who fails to act in accordance with this principle may be the subject of formal disciplinary action. The school is opposed to any discrimination by:

- **Gender / Marital or Partnership Status / LGBT**

St. Keyna recognises the value to pupils of having male and female staff, but will always appoint the best applicant irrespective of gender.. The school adheres to LA advice on employment law including maternity and paternity leave.

- **Race /Colour/ Religion**

Discriminatory action will be investigated in accordance with the school's procedures and may lead to formal disciplinary action.

- **Disability**

All candidates with disabilities who meet the essential criteria for a post will be interviewed and selection criteria will be solely on best person for the job. Provision will be made for adjustments to the working conditions or environment where this is practicable. If a member of staff becomes disabled, the school will make reasonable adjustments as above to enable him /her to continue their work.

- **Age**

The school sees great value in having a full age spectrum of employees

## **Positive Action**

The School recognises that the avoidance of discrimination is not sufficient to ensure that equality of opportunity exists in the school. It will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. These measures may include:

- Encouraging applications from specific groups which are under-represented in the school
- Supporting training measures for under-represented groups
- The use of job-sharing arrangements wherever practicable

## **Complaints**

All staff have a right to challenge any decision or action which they believe to be in breach of these principles. All complaints relating to employment should be made at first informally to the Headteacher and then if necessary through the formal Grievance Procedure. Any member of staff who deliberately or knowingly contravenes the policy will be liable to formal disciplinary action.

### **Monitoring and evaluating the effectiveness of the policy**

A range of information, including quantitative and qualitative data, will be collected (where deemed appropriate) and monitored by gender, age, ethnicity, SEN, disability, and other vulnerable groups via:

- access to the curriculum, clubs and other school services
- pupil attainment
- exclusions from school
- exclusions from areas of the curriculum, including school trips and extra-curricular activities
- staff recruitment, retention and career development
- analysis of Racist, Disablist and Sexual harassment incident report forms
- SEF and Ofsted reports on School's educational provision and standards
- Consultation with parents, pupils, Governors and the LA

### **Data will be used to:**

- Identify and remove practices that may result in direct or indirect discrimination
- Inform planning and to ensure the school's commitment to equal opportunities goes from policy to practice to improve outcomes
- Develop the support and training available for all staff, governors and volunteers to develop their practice in Equal Opportunities work

## **Complaints**

Everyone in school has a duty to challenge discrimination and promote Equal opportunities. The Headteacher has overarching responsibility for ensuring that this policy is followed. Any child, parent, member of staff, governor, volunteer or visitor to the school who considers that there has been a breach of this policy should inform the Headteacher who will investigate and take appropriate action.

**To help St. Keyna primary school in its equal opportunities work, we have the following policies:**

- ◆ **Special Educational Needs Policy**
- ◆ **Disability Equality Policy**
- ◆ **Inclusion Policy**
- ◆ **Anti-Bullying Policy**

- ◆ **Recruitment and Selection Policy**
- ◆ **Pay Policy**
- ◆ **Grievance Policy**

**Review date: Summer 2021**

**NB. If you require the policy in another format e.g. large print, Braille, audiotape or another home language please contact the school office.**