



## Equal Opportunities Policy

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This page now includes the Equal Opportunities, Gender Equality and Racial Equality policies

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We have due regard for the Gender Equality Duty (created by The Equality Act 2006) and, specifically, North Somerset Council's gender equality scheme, the Disability Discrimination Act (DDA) 1995, 2005, the Race Relations Act 1976, the Race Relations Amendment Act 2000, the Sex Discrimination Act 1976, 1986, the Children Act 1989, 2004, Special Educational Needs and Disability Act 2001 and the Equality Act 2010.

***This policy should be read in conjunction with the Disability policy and the Special Educational Needs policy and handbook.***

## Equal Opportunities Policy

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### Aims and objectives

We do not discriminate against anyone, be they staff or pupil, on the grounds of their (or another person with whom they are associated) age, sex, sexual orientation/ gender reassignment, disability, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and the Equality Act 2010 and covers direct, indirect and associative discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our school. Children are encouraged to value and respect others.

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

We constantly strive to remove any forms of indirect or associative discrimination that may form barriers to learning.

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

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups.

We promote and value diversity and differences through our breadth of curriculum and schemes of work.

We are 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, we aim to promote positive social attitudes and respect for all.

The School has a commitment to working with parents and other agencies. Our **Special Educational Needs policy** details how the SEN Code of Practice is put into practice in school, led by Mrs Lesley Barton (SENCO) and Mrs Sally Hart (Learning Support Coordinator).

## **Anti-racism**

Cross-reference: **Racial Equality Policy**.

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 will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

## **The role of governors**

The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The governing body 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.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their (or another person with whom they are associated) age, sex, sexual orientation/ gender reassignment, disability, race, colour, religion, nationality, ethnic or national origins. 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.

People with criminal records applying for jobs should be treated according to their merits and to any special criteria of the post (e.g. caring for children, which debars some in this category). Questions should be asked during the recruitment period to ensure that people with such records are not placed in vulnerable positions within school. Having a criminal record should not, in itself, prevent a person from being appointed to any post, unless the offence debars the person.

## **The role of the Headmistress**

It is the Headmistress' role to implement the school's equal opportunities and anti-racist policy and she is supported by the governing body in so doing.

It is the Headmistress' 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.

The Headmistress 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.

The Headmistress 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 assembly, where respect for other people is a regular theme and in displays shown around the school.

The Headmistress treats all incidents of unfair treatment and any racist incidents with due seriousness.

## **The role of the class teacher**

The class teacher ensures that all pupils are treated fairly, equally and with respect. All children, including those who are disabled or have special educational needs, will be valued, included and supported; we endeavour to make reasonable adjustments for them. We do not discriminate against any child.

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.

Teachers should positively promote equal opportunities in all relationships with pupils. For example :

- in the classroom all pupils should engage in all activities equally.
- fulfilment of individual potential should be promoted through the use of appropriate teaching strategies and effective use of the LSC and Teaching Assistants when necessary.
- high self-esteem and positive group identity should be promoted.
- teachers should be sensitively aware of the possible problems facing boys and girls where one sex is under-represented in the class.
- teachers should be sensitively aware of the possible problems faced by children from differing family backgrounds.
- teachers should work to avoid having different expectations of girls and boys.
- classroom layout and curriculum materials should be considered in the light of specific requirements of disabled pupils and reasonable adjustments made wherever necessary.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study and in how to approach sensitive issues. In geography topics for example 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.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents and draw them to the attention of the Headmistress. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

## **Monitoring and review**

It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy and inclusive practices. The governing body does this by:

- 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 the school behaviour policy, so those pupils from minority groups are not unfairly treated.

# Gender Equality Policy

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The Gender Equality Duty came into force on 6 April 2007. All public authorities (including schools) must demonstrate that they are promoting equality for women and men and that they are eliminating sexual discrimination and harassment. They are also required to have a gender-equality scheme in place by the end of April 2007. The code of practice and other useful information like questions and answers are available on the [Equal Opportunities Commission](#) website.

We have referred to North Somerset Council's Gender Equality Scheme. We are aware of the need to ensure that there is fair and equal access to all services we provide, to ensure that we have due regard to the need to eliminate unlawful discrimination and harassment in employment practices and to actively promote gender equality within our workforce.

Active measures to promote gender equality:

- All policies do not discriminate
- All activities are open to both boys and girls
- Take up of different activities is monitored
- Fathers and mothers are equally encouraged to participate in school trips/ school events
- Analysis of educational achievement to identify potential gender differentials
- Challenging gender stereotypes
- Gender equality in the workplace is promoted
  - in recruitment and remuneration
  - in flexible working, leave, family rights
  - in work experience placements

# Racial Equality Policy

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## **Introduction**

We value the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters tolerant attitudes to all people.

This policy reflects the general and specific duties on schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. This policy must be read in conjunction with other related school policies—Anti-bullying, Equal Opportunities, Inclusion and Special Educational Needs.

The General Duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

The specific duties require us to:

- prepare a written policy on racial equality;
- assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils;

- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

## **Aims and objective**

In our school we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimizing barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our school prospectus, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge racist and aggressive behaviour.

## **Teaching and learning style**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils.

## **Tackling racial harassment**

Any incident of racial harassment is unacceptable in our school. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the headmistress and inform her of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened;
- inform both sets of parents, if appropriate.

The diversity of our society is addressed through our schemes of work that are closely informed by the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity. Any racist incidents will be recorded and reported to the governing body by the headmistress.

## **Policy impact**

We have a rolling programme for reviewing our school policies.

We make regular assessments of all pupils' learning and use this information to track pupils' progress, as they move through the school. We use this information to adjust future teaching and learning plans, as necessary.

We consult with staff, parents and pupils about their opinions on the impact of our policies. Parent surveys are carried out on a cyclical basis and these now include some questions about the success of our policies in promoting their involvement in their children's learning.