

Equal Opportunities Policy 2022/23

1. Introduction

This policy statement outlines the commitment of the staff and Governors of Queen Margaret Primary School to ensure that equality of opportunity is available to all members of the school community. These include: Pupils, Teaching staff, Support staff, Parents, Governors, Visitors to the school, and Students on placement. Equal opportunities should permeate 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 Head Teacher

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of: Ethnicity, Gender, Social background, Ability, Disability, Belief, Age, Marital status, Nationality/Citizenship, Sexual orientation.

In the context of the school we feel the most appropriate definition is that: Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are.

We strive:

- ✓ to achieve equality of opportunity for all adults and pupils, regardless of age, gender, ethnicity etc
- ✓ to prepare pupils for life in a diverse and ever-changing society.
- ✓ to educate all about discrimination and prejudice and promote a harmonious environment (social cohesion) through direct teaching across the curriculum.
- ✓ for all pupils regardless of ethnicity, disability, age or gender to achieve the highest possible standards in their learning and make good progress.

We do this through a number of ways including:

- * PSHE sessions
- * Eliminating discrimination and harassment
- * Ensuring that methods of assessment do not disadvantage pupils for whom English is an additional language
- * Planning opportunities for children to discuss issues of equality
- * Making use of artists from a variety of cultural background to introduce art, drama, dance or music from around the world

2. Ethos

At Queen Margaret Primary School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

- There should be an open atmosphere which welcomes everyone to the school.
- 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 accessibility to the school is appropriate for disabled pupils, staff and other visitors
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities and awareness of other religious festivals and faiths and their needs.

Eliminating discrimination:

The school is aware of its obligations under the Equality Act 2010 and complies with nondiscrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

Equality objectives

Objective 1: Undertake an analysis of staffing with regard to race, gender and disability by July, and report on this to the governing board. Why we have chosen this objective: To ensure that we reflect inclusion and diversity in the staffing structure of our school. To achieve this objective we plan to: Review annually.

Objective 2: Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed. Why we have chosen this objective: To ensure the optimum working environment for all staff. To achieve this objective we plan to: Undertake individual assessments.

Objective 3: Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases in representation. Why we have chosen this objective: To have a more diverse representation of staff To achieve this objective we plan to: Undertake positive recruitment.

Objective 4: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements. Why we have chosen this objective: To improve our recruitment procedures. To achieve this objective we plan to: Undertake training.

3. Learning environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. 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.

- Enthusiasm, both teacher and pupil, is a vital factor in achieving a high level of motivation and good results from all pupils.
- The adults in the school aim to provide good, positive role models in their approach to all issues relating to equality of opportunity and are expected to challenge (or flag to senior management team) discriminatory attitudes where appropriate.
- 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 gifted and talented pupils, by carefully assessed and administered programmes of work (see SEND policy)
- 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 is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

4. Curriculum

At Queen Margaret Primary School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross-curricular themes, in line with the National Curriculum 2014. We ensure that reference is made explicitly to British Values and this is directly linked in our planning of the PSHE curriculum.

Our planning takes into account the differing needs of pupils and their progression.

Resources and Materials

The provision of good quality resources and materials is a high priority. These resources should:

- reflect 'the reality of an ethnically, culturally and sexually diverse society'
- reflect a variety of viewpoints
- 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
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality

5. Language

At Queen Margaret Primary School, we recognise that it is important that all members of our community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend

- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals eg. Inuit rather than Eskimo, Native Americans rather than Red Indians

6. Organisation of learning

At Queen Margaret Primary School our catchment area 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. To improve this, we try and develop links with other schools, organisations and through our everyday teaching. When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity. We do this by providing equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible. We try to ensure that all non staff members who have contact with children adhere to these guidelines

Advancing equality of opportunity As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

7. Disability non-discrimination

Some children in our school may 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 disadvantaged compared with nondisabled children.

The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

Queen Margaret Primary is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

8. Provision for Bilingual Pupils

We undertake at Queen Margaret Primary School 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.

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

9. Staffing and Staff Development

We are bound by the legal requirements of the Sex Discrimination Act 1975 and the Race Relations Act 1976, the Disability Discrimination Act 1995 and guided by the Gloucestershire Policy on Equal Opportunities in Employment. We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff. 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.

We are bound by the legal requirements of the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives. This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams

10. Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.

- unwanted attentions (verbal or physical)
- Unwelcome or offensive remarks or suggestions about another person's appearance or character.

The school has a clear, agreed procedure for dealing with incidents such as these (see Behaviour Policy, Anti-Bullying Policy and also Gloucestershire's document on Racial Harassment in Education – Good Practice Guide for Schools).

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11. Role and responsibilities

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The role of the Headteacher

It is the Headteacher's role to:

- ensure that the school's policy on Equal Opportunities is implemented effectively;
- ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations;
- ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- promote respect for other people in all aspects of school life; in school assemblies, for example, respect for other people is a regular theme, as it is also in displays around the school. Respect is of the key Christian values adopted by the school.
- manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

The role of Governors

In this policy statement, the Governing Body has set out its commitment to equal opportunities and accessibility, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

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. To do this we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

The Governing Body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from.

The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The Governing Body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race. 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 has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

12. Monitoring and Review

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 with 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/carers, staff or pupils regarding equal opportunity;
- monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the Governing Body every two years or sooner if it is considered necessary.

Prepared by: Sara Bennion (Head teacher)

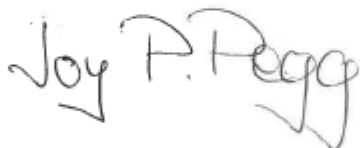
Approved by: FGB September 22

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Approved by:



Sara Bennion
Headteacher



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