



# St. Margaret's C.E. Junior School Equal Opportunities Policy

## (1) Aims and Legal Duties

At St. Margaret's our aim is to prepare children on their journey to becoming respected, responsible citizens of the future. We believe that excellent behaviour and a positive attitude to others lead to a harmonious community and society.

Our school motto sets out our ethos in promoting equality and respect for **everyone**. We expect children and staff to live out our motto:

|                           |                              |                          |
|---------------------------|------------------------------|--------------------------|
| <b>Everyone is Valued</b> | <b>Everyone is Motivated</b> | <b>Everyone Achieves</b> |
|---------------------------|------------------------------|--------------------------|

This policy reflects seeks to help ensure that we promote the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

We have a duty under the Equality Act 2010 and the Public Sector Equality Duty 2011 to:

- 1) Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited in the Act.
- 2) Advance equality of opportunity between people who share a characteristic and those who don't.
- 3) Foster good relations between people who share a characteristic and those who don't.

We aim to:

- Promote the principles of fairness and justice for all, possibly by treating some pupils differently
- Have consistent expectations of all the pupils and their learning and strive to remove any forms of indirect discrimination that may form barriers to learning for some pupil groups
- Ensure that **all** pupils have equal access to the full range of educational opportunities at the school
- Remove or minimise barriers to learning so that all pupils achieve their best
- Actively tackle discrimination and promote equality through our curriculum, worship and PSHE
- Teach children what discrimination looks like and how they can challenge it
- Challenge personal prejudice and stereotypical views whenever they occur
- Promote positive social attitudes and respect for all
- Actively promote mutual respect through our school ethos and core Christian Values
- Have procedures to deal with discriminatory incidents, including reporting to the Local Authority
- Ensure that all recruitment, employment, promotion and training opportunities are fair for everyone
- Celebrate individuality and cultural diversity within our school community and in wider society, showing respect for all minority groups
- Provide equality of opportunity and not to discriminate against **anyone** on the grounds of:

|  |   |                       |
|--|---|-----------------------|
| Ethnicity or race (includes colour or nationality) | Religion and belief (includes lack of belief) | Background            |
| Gender   | Sexual identity or orientation                | Disability            |
| Attainment   | Age   | Maternity / pregnancy |

## **(2) Our School Ethos, Core Christian Values and pro-active approach**

Our six core **Christian Values** are central to our school ethos:

**EQUALITY    RESPECT    CO-OPERATION    COMPASSION    FORGIVENESS    PEACE**

These values encompass what it means to be a tolerant Christian who respects everyone. Our children value being part of a church school and our values expect pupils to apply the principles in their everyday life. Children can understand the example of Jesus, its relevance to their own behaviour, recognising that as part of a Christian community they have a responsibility to others and the wider world.

**Equality** is the first of our core values. Children are taught and expected to value and respect other people's different lifestyles, beliefs and opinions. Everyone must be treated fairly and equally, and have equal access to opportunities, regardless of race, ethnic origins, nationality, gender or sexual orientation, age, physical or mental abilities, religion or belief.

Equality involves having opportunities, standing up for beliefs and expressing opinions clearly, but at the same time respecting the right to disagree.

For there is no partiality with God (**Romans 2:11**)

Through a carefully planned schedule of Worship, including PSHE sessions in the classroom, and through our wider curriculum, we aim to ensure that our children develop a strong knowledge and understanding of what diversity means within our school, our country and our world. We feel it is essential that children are encouraged to celebrate, value and respect those who are different to themselves.

We use role models from a wide range of cultures and backgrounds to promote a clear understanding of why equality and diversity should be embraced. Our children are encouraged to analyse what makes a good person and to challenge any forms of preconception or discrimination.

### **(3) Racial equality**

(i) In our school, we will:

- strive to eliminate all forms of racism and racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial and ethnic groups

(ii) 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 deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour and Discipline).

(iii) We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of

diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

(iv) Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in our curriculum and worship times, children learn about other faiths and religions.

#### **(4) Disability non-discrimination**

(i) 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 non-disabled children.

(ii) The school is committed to providing an environment that allows disabled children full access to all areas of learning.

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

#### **(5) Gender equality**

We are committed to providing excellent teaching and learning for **all children** and consequently set high expectations for every child. We put in place a range of measures to ensure that **all children** have equal opportunities to achieve these expectations. Tailored support is designed to help any child who needs it.

(i) We recognise that nationally, the achievement of boys is falling behind that of girls although higher attaining boys compare well. We are committed to seeing **all** individuals and groups of pupils making the best progress possible in our school.

(ii) We have put in place a number of measures to raise the overall achievement of the boys.

These include: promoting positive behaviour / ensuring resources are suitable for both genders / displays reflect that boys and men are effective learners and achievers / encouraging boys to read fiction.

(iii) To make our teaching accessible to **all children**, we:

|   |   |
|---|---|
| Set clear learning outcomes and goals             | Cater for varied learning styles in all tasks       |
| Set accessible work, with 'pit-stops' when needed | Provide challenge, competition and short-term goals |
| Give regular positive feedback and rewards        | Set varied writing tasks with good models & frames  |

(iv) There can also be groups of girls who suffer from a lack of self-confidence in some areas which is particularly noticeable in mathematics. Teaching support focuses on helping children overcome such difficulties through amended provision or promoting the use of equipment/resources.

(v) We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment **do not** do so at the expense of achievement by the girls.

**(6) Equality objectives**

1. To ensure **all children** achieve their goals through high quality teaching and learning provision.
2. To enhance teaching and learning so that **all pupils** are engaged, stimulated and are motivated to learn.

**(7) The role of governors**

(i) 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.

(ii) School governors collect, analyse and evaluate 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 & sanctions | Parent & pupil surveys |
|------------|------------|------------|---------------------|------------------------|

(iii) 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.

(iv) School governors welcome all applications to join the school, whatever background or disability a child may have.

(v) The governing body ensures that no child is discriminated against whilst in our school on account of their sex, 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.

**(8) The role of the headteacher**

(i) It is the headteacher's role to implement the school's policy on equal opportunities, and they are supported by the governing body in so doing.

(ii) It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

(iii) The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

(iv) The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

(v) The headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

(vi) The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

### **(9) The role of the class teacher**

(i) Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

(ii) When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

(iii) We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made 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.

(iv) All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book and draw them to the immediate attention of the headteacher.

### **(10) Monitoring and review**

(i) 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 every two years or earlier if appropriate due to legislation changes etc.**

**Policy implemented in draft form (consultation): 1<sup>st</sup> January 2017**

**Policy formally adopted by Governors: 30<sup>th</sup> March 2017**

**Due for review by: 1<sup>st</sup> March 2019**