



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

(1) Aims and Legal Duties

We aim to prepare children on their journey to becoming responsible citizens of the future. We believe that excellent behaviour and a positive attitude to others lead to a harmonious community and society.

We actively promote equality and respect for everyone through our school motto and core values:

Everyone is Valued	Everyone is Motivated	Everyone Achieves
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This policy seeks to ensure that we promote the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender, sexuality or background.

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

- 1) Eliminate unlawful discrimination, harassment, victimisation and conduct prohibited in the Act
- 2) Advance equality of opportunity for everyone, whatever their characteristics
- 3) Foster good relations between people, whatever their characteristics

Aims:

- Provide excellent teaching and learning for **all children**, setting high expectations for every child
- Ensure that **all children** have equal opportunities to achieve these expectations
- Promote positive social attitudes, fairness, justice and respect for all
- Celebrate individuality and diversity within school and our diverse, multi-cultural society
- Have consistent expectations of all pupils and their learning
- 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 prejudice and stereotypical views, including homophobic, transphobic or biphobic
- Have procedures to deal with discriminatory incidents, including reporting to the Local Authority
- Ensure recruitment, employment, promotion and training opportunities are fair for everyone
- Provide equality of opportunity and not to discriminate against **anyone** on the grounds of: Ethnicity or race (includes nationality), religion and belief/lack of belief, background, gender, sexual identity or orientation, disability, age, maternity or attainment

(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

We actively promote our core values and they form part of the fabric of life in our church school. We expect the children to embrace difference and diversity, enabling them to become responsible British citizens who respect British values. We try to create a tolerant community with respect for everyone.

Children 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 key to our core values. Staff and children value and respect other people's different lifestyles, beliefs and opinions. Everyone must be treated fairly and have equal access to opportunities, regardless of race, ethnicity, nationality, gender, 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 worship, PSHE sessions in the classroom and our curriculum, we aim to ensure that our children develop a strong knowledge and understanding of what diversity means within school, the country and the world. We encourage children 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 and positive relations between all racial/ethnic groups

(ii) All pupils have the right to a quality education and to be treated equally. Should a racist incident occur, we will deal with it in accordance with school procedures (Ref: Behaviour Policy).

(iii) We make our school welcoming to all diverse groups. We promote an understanding of diverse cultures through worship and the curriculum. Children learn about other cultures, faiths and beliefs.

(4) Disability non-discrimination

(i) We are committed to meeting the needs of children in our school who may have disabilities. We will take reasonable steps to ensure they are not disadvantaged because of their disability and liaise with parents/carers where necessary

(ii) We are committed to providing an environment that allows disabled children full access to all learning

(iii) Teachers modify teaching and learning as appropriate for children with disabilities. They may give additional time or modify tasks and/or materials

(5) Gender equality

(i) Nationally, the achievement of boys is behind that of girls although higher attaining boys compare well. We are committed to help **all** individuals and groups of pupils make good progress in our school

(ii) We plan measures to raise the overall achievement of the boys, including: promoting positive behaviour, providing engaging resources, recognising male achievement and encouraging reading

(iii) Some girls can suffer from a lack of self-confidence in some subjects, noticeably in mathematics – teachers focus on helping children overcome difficulties by amending provision or resources

(iv) 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 and achievable goals
Give regular positive feedback and rewards	Set varied writing tasks with good models & frames

(v) The achievement of different sub-groups of boys and girls can also be different. Social class, ethnic origin and local context are all strongly linked to performance. We try to ensure that ideas designed to improve the attainment of particular groups **do not** do so at the expense of others.

(6) Sexual identity or orientation (homophobic, biphobic or transphobic discrimination)

By embracing diversity and promoting equality for all, we challenge discrimination or the use of any type of offensive language that can cause distress and may lead to bullying.

We are committed to help our pupils understand what constitutes 'offensive' language. This includes the use of language that is derogatory, sexist, homophobic, transphobic, biphobic, racist or discriminatory.

(Ref: Behaviour and/or Anti-Bullying Policy)

Staff report these incidents to the Deputy Headteacher/Headteacher and record in the behaviour log.

(7) Equality objectives 2019-2022

1. To promote diversity and equality across school
2. Quality teaching and learning helps ensure **all children** achieve their goals

(8) The role of governors

(i) Be committed to equal opportunities so all members of the school community are treated fairly/equally

(ii) Collect, analyse and evaluate a range of information to check that **all** pupils are making good progress, including: admissions, attainment, exclusions, rewards and sanctions, pupil views and parent views

(iii) Ensure that people from 'protected groups' as defined by The Equality Act 2010 (see 1.2 above) are not discriminated against when applying for jobs at our school

(iv) Welcome applications from **all** children to join the school, regardless of background etc.

(v) Ensure that no child is discriminated against, on account of sex, religion or race. All children have full access to the curriculum

(vi) School uniform rules are applied equally to boys and girls. If a child's religion/culture has a bearing on school uniform, then staff will deal with this sensitively and work with parents/carers

(vii) Support school leaders in implementing this policy

(9) The role of the headteacher

- (i) Implement the school's policy on equal opportunities
- (ii) Ensure staff are aware of this school policy and apply the guidelines fairly
- (iii) Ensure that all appointments adhere to this policy, so that no one is discriminated against
- (iv) Promote equal opportunities in developing the curriculum and staff training
- (v) Promote respect for other people in all aspects of school life, including worship, displays and learning
- (vi) Take appropriate action with reported incidents and any racist incidents

(10) The role of the class teacher and other staff

- (i) Ensure that all pupils are treated fairly, with respect and without discrimination
- (ii) Provide resources which give positive images of diverse groups, challenging any stereotypes
- (iii) Apply this policy in teaching and learning e.g. include diversity in the topics studied, such as significant contributions by women or diverse groups in history, geography, music etc.
- (iv) Challenge any incidents of prejudice or racism, recording these in line with the behaviour policy

(11) Monitoring and review

- (i) The governing body will monitor the effectiveness of this policy:
 - 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
 - Consider 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): 1st December 2019

Policy formally adopted by Governors: March 2020

Due for review by: March 2022