



St. Margaret's C.E. Junior School

Equal Opportunities Policy

Policy implemented in draft form (consultation): 15th September 2025

Agreed by Governors (signatures on Governor Hub): 9th October 2025

Due for next annual review: October 2026

(We will review this policy earlier if legislation/guidance changes)

(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. St Margaret's CE Junior school is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

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.

The Equality Act (2010) was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of protected characteristics. This means that schools cannot discriminate against individuals or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity.

The Act requires all public organisations (including schools), to comply with the Public Sector Equality Duty (or 'general duty'). This requires all public organisations, including schools, 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

To meet our general duties, the law also requires us to carry out specific duties.

These are to:

- 1) Publish Equality Information (demonstrating compliance with the general duty)
- 2) Publish equality objectives which we will review on an annual basis
- 3) Consult stakeholders when developing our equality objectives

This policy describes how the school is meeting these statutory duties in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and provides guidance to staff and outside visitors about our approach to promoting equality.

We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In endeavouring to fulfil our legal duties, we will aim to:

- 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 PSRHE
- 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 proactive 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, PSRHE 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 embrace everyone, celebrating differences

(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 to make appropriate adjustments to remove barriers to learning.

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

(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 at KS2, girls have outperformed boys at the expected standard in all subjects except mathematics, where boys outperformed girls by 1%. At GCSE, girls continue to achieve higher overall pass rates than boys, although the gap is narrowing. We expect all individuals and groups to make good progress, regardless of their gender and all genders have equal access to resources, opportunities and treatment, and are valued equally regardless of their sex. We promote fairness/equality for everyone.

(ii) We plan measures to raise the overall achievement of boys, including high quality teaching for all, promoting positive behaviour, providing engaging activities and resources that resonate with boys' interests, promoting reading for pleasure and recognising male and female achievement equally.

(iii) Some girls can suffer from a lack of self-confidence to share learning in some subjects, including mathematics. Teachers focus on helping children overcome difficulties by adapting 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 'brain breaks' 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/Anti-Bullying Policy)

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

(7) Equality objectives 2024-2027

1. Inform the school community of the Equal Opportunities Policy/equality information and objectives

- Publish this on the school website and advise families by newsletter (alternative format available)

2. Promote diversity and equality across school through worship, PSRHE and the curriculum

- This policy will inform our related policies, planning and provision
- Check and evaluate pupils' understanding and actions re: diversity and equality

3. Enrichment and extra-curricular activities will be available for all pupils, including those with disabilities and special educational needs, ensuring equal opportunities for all

- Inclusion and equality will be a key aspect when planning visits and school-based activities
- Planning and risk assessments will address potential barriers to all pupils' engagement in these
- Monitoring pupil engagement in extra-curricular activities

(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 SEND needs or religion/culture or have a bearing on school uniform, then staff will deal with this sensitively and work with parents/carers to ensure that their beliefs and identity are respected and accommodated
- (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 for 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 sits alongside and should be read in conjunction with the following documents:

- Safeguarding Policy
- Child-on-Child Abuse Policy
- Online Safety Policy
- Behaviour Management Policy
- Anti-bullying policy
- SEND Information Report and policy
- PSRHE Policy
- Complaints Procedure Policy

Appendix 1 - Definitions

Discrimination is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

Direct Discrimination occurs when someone is treated less favourably than others because of a protected characteristic.

Discrimination by Association occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.

Direct Discrimination by Perception occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

Indirect discrimination can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

Victimisation occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

Harassment is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

Prejudice can be conscious or unconscious and involves stereotypes, prejudgements, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.