Even Swindon Primary School
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Even Swindon Primary School Policy on Equal Opportunities

(see also Disability Discrimination – Can't see this policy on the system; English as an Additional Language (EAL); Able, Gifted and Talented Children; Behaviour and Discipline; Anti-Bullying Policy; Special Educational Needs)

Policy date: October 2024 Policy review date: October 2026

1 Introduction

1.1 At Even Swindon Primary School we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

We recognise that all individuals have fundamental human rights and therefore adopt a rights based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion, and by encouraging the identification and elimination of discrimination of any kind and of its cause

1.2 This policy accords with legislation:

- Equal Opportunity Act 2010
- Equality Act 2010
- Race Relations (Amendment) Act 2000;
- Disability Discrimination (Amendment) Act 2002;
- Sex Discrimination Act 1975.

1.3 Prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by having the following aim and objectives within school.

2 Aims and objectives

2.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.

2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

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

2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

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

2.6 We challenge personal prejudice and stereotypical views whenever they occur, and strive to eliminate this and any cause

2.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

3 Racial equality

3.1 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.

3.2 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).

3.3 We endeavour to make our school welcoming to all minority groups. 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.

4 Disability non-discrimination

4.1 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

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

4.3 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

5.1 We are committed to promoting equal treatment of children and staff by challenging gender stereotyping and promoting positive role models. Social relationships between boys and girls are developed and encouraged so that there is a mutual respect between both genders. .

5.2 We seek to ensure all pupils have equal access to the full range of educational opportunities provided by the school. If progress and attainment data identifies a disparity between the performance of boys and girls, actions are put in place to address this.

5.3

6 The role of governors

6.1 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.

6.2 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.

6.3 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 properly accommodates people with disabilities.

6.4 The governing body will, in its annual report, make reference to arrangements for disabled pupils.

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

6.6 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.

7 The role of the headteacher

7.1 It is the headteacher's role to implement the school's policy on equal opportunities, and she is supported by the governing body in so doing.

7.2 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.

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

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

7.5 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.

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

8 The role of the class teacher

8.1 Class teachers ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

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

8.3 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.

8.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents, and draw them to the attention of the headteacher.

9 Monitoring and review

9.1 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, 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 earlier if it is considered necessary.