

St Mary's Bryanston Square CE Primary School



Equal Opportunities Policy 2015

“Excellence with compassion”

Our Vision

To provide an excellent learning environment, which promotes achievement in every area, and nurtures the social, emotional and spiritual well-being of the whole school community.

“Love your neighbour as yourself”

We are a church school committed to excellence and we endeavour to give all children the opportunity to achieve the highest of standards. Working in partnership with parents, we provide a happy, stimulating environment rooted in Christian values. All are cared for and nurtured spiritually, morally, intellectually, physically, socially and emotionally. We firmly believe in equality of opportunity and treatment for all irrespective of their sex, race, colour, ethnic or national origin, marital status, pregnancy/maternity age, sexual orientation, disability or religious belief (as defined by 2010 Equality Act). This applies equally to employees, job applicant, pupils, parents/carers and others in our wider school community.

This policy accords with legislation:

The Equality Act 2010

1. Aims and objectives

- We do not discriminate against anyone, be they staff, pupil or parent/carer, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- 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.
- 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.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge prejudiced views whenever they occur.

Racial equality

St Mary's Bryanston Square CE Primary 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.

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.

Our curriculum reflects the attitudes, values and respect that we have for ethnic 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.

Disability non-discrimination

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Some children or staff in our school may have or may develop disabilities. We are committed to meeting the needs of those in our care. The school fully meets the requirements of the disability component of the Equality act 2010. All reasonable steps are taken to ensure that people with disabilities are not placed at a substantial disadvantage compared to those who are not disabled.

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 with advice from the OT.

The school will make reasonable adjustments for staff and children who may have disabilities, compliant with the Disability component of the Equality Act 2010.

Gender equality

We put in place a number of measures to bring into equilibrium any imbalance between any groups that may arise from time to time between boys and girls. The school offers a broad and balanced curriculum which seeks to meet the needs and interests of both genders. The school does not tolerate any discrimination on the basis of gender, whether direct or indirect, and will seek to challenge and address it where it arises.

2. Behaviour, Exclusions and Attendance

Our school rules underpin our approach to equal opportunities.

- **We respect and value each other, treating others as we would like to be treated.**
We seek to ensure that all pupils treat one another with due respect, and that they have equal access to the full range of educational opportunities provided by the school.
- **We take care of our school community**
We contribute towards a caring and happy environment by showing respect for, and appreciation of each other as individuals, whatever our backgrounds.
- **We come to school ready learn and to help each other learn.**
We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils. We will challenge personal prejudice and stereotypical views whenever they occur and by timetabling positive educational experiences which raise pupils' aspirations.

Our Behaviour Policy - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

3. Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

The role of governors

The governing body;

- will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.
- analyse and evaluate a range of school data. They check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this admissions, attendance, attainment and exclusions are monitored.
- seeks to ensure that no groups of people (including people with disabilities) are 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.

The governors welcome all applications to join the school, whatever background or disability a child may have. The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race.

The role of the headteacher

- 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.
- 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.
- The headteacher ensures that all appointments panels give due regard to this policy.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 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.
- The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

The role of Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver a curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for *all* pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.
- challenge any incidents of prejudice or racism. We record any incidents and bring them to the attention of the headteacher.

4. Monitoring and review

In order to ensure that the work we are doing on equal opportunities meets the needs of the whole school community we:

- analyse issues raised and the impact from interventions at termly pupil provision meetings
- review relevant feedback from the annual parent questionnaire, parents' evening
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from School Council, Playground Council, Green Team, PSHE lessons, whole school surveys on children's attitudes to self and school

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- analyse issues raised in pupil progress meetings, Annual Reviews or Individual Education Plans/Personalised Provision Maps, mentoring and support
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's committees

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 to 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
- 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

Toni McSherry – Deputy Headteacher

November 2015

To be reviewed: November 2017