



Equal Opportunities Policy

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Statement of intent

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth. We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement. 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.

We believe:

- All children are of equal value.
- We recognise, respect and value difference and understand that diversity is a strength.
- We foster positive attitudes and mutual respect between groups and communities different from each other.
- We foster a shared sense of respect and belonging.
- We have the highest expectations of all our children.
- We work to raise standards for all pupils, but especially for the most vulnerable.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Admissions Policy
- Accessibility Policy

2. Purpose of the policy

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

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty. This requires all public organisations to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

3. What we do to eliminate discrimination, harassment and victimisation

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to use facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

4. Addressing prejudice

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality, these include:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or beliefs
- Prejudices around gender and sexual orientation

Staff are made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

5. What we do to promote equality of opportunity between different groups

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.

We collect, analyse and use data in relation to attendance and exclusions of different groups.

We use a range of teaching strategies that ensures we meet the needs of all pupils.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

Our school has accessibility plans that are renewed every 3 years when a significant change has taken place.

6. Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

7. Monitoring and review

This policy is reviewed every two years by the headteacher.