



## **Shenstone Lodge Equal Opportunities Policy**

<b>Author</b>	<b>Written/ Reviewed</b>	<b>Passed by Governors</b>	<b>Next Review</b>
M Keating	Spring 2017		Spring 2019

## **1 Introduction**

**1.1** 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.

**1.2** This policy accords with legislation:

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

- Our policy covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

## **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, sexual orientation 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.
- 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.
- 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.
- 3.4** Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

### **4 Disability non-discrimination**

- 4.1** Some children in our school may have permanent or temporary 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 meets many of the requirements of the Disability Discrimination Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.
- 4.2** The school is committed to providing an environment that allows disabled children full access to all areas of learning where the environment can be adapted.
- 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 seeing all individuals and groups of pupils making the best progress possible in our school.
- 5.2** We have put in place a number of measures to raise achievement for all pupils. These include:
- dealing with negative aspects of behaviour, including bullying and name-calling;
  - removing gender bias from our resources;
  - making sure that our displays reflect men and women as effective learners and achievers;
  - encouraging pupils to read fiction as well as non fiction.
- 5.3** To make our teaching more effective we:
- begin a lesson by stating the learning outcomes, and giving the ‘big picture’;
  - employ a variety of activities, and include a kinaesthetic element;
  - deliver work in bite-sized chunks, with ‘brain breaks’ and new starts;
  - provide challenge, competition and short-term goals;
  - give regular positive feedback and rewards;
- 5.4** We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of pupils in different ways. Social class, ethnic origin and local context are all strongly linked to performance.

## **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 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 Heads of School**

- 7.1** It is the Heads of School role to implement the school's policy on equal opportunities, and s/he is supported by the Executive Head Teacher in so doing.
- 7.2** It is the Heads of School 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 Head of School ensures that all appointment panels give due regard to this policy, so that no-one is discriminated against.
- 7.4** The Heads of School promotes the principle of equal opportunity when developing the curriculum, the teaching and learning of basic skills and in providing opportunities for training.
- 7.5** The Heads of School 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 Heads of School views all incidents of unfair treatment, and any racist incidents, with due concern.

## **8 The role of the class teacher**

- 8.1** Class teachers recognise their own prejudices, but do their best to 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 implementing 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 promptly. We record any incidents, and draw them to the attention of the headteacher. All staff are trained in PREVENT.

## **9 Monitoring and review**

- 9.1** It is the responsibility of our Executive Head Teacher to monitor the effectiveness of this policy. They will
- 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;
  - require the Head of School 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.
- 9.2** This policy will be reviewed by the governing body every three years, or earlier if it is considered necessary.

**Signed: M Keating**  
**Date: 4<sup>th</sup> November 2016.**