

Lower Kersal Primary School

Equal Opportunities Policy



Written by	S Steward
Approving Committee	Health and Safety (Feb 2020)
Intended Audience	Staff, Parents, Pupils
Review date	July 2022

Version	Reviewed by	Date Approved	Changes made

Chari of Governors:

Date: Feb 2020

Headteacher:

Date Feb 2020

Introduction:

Lower Kersal Community primary School is committed to a policy of inclusion and strives to be a school where everyone:

- Takes part in the school life
- Achieves their fullest potential
- Is respected and respects others
- Exercises choice
- Develops skill essential to life

We believe that no one should receive less favourable treatment on the grounds of race, gender, disability, sexuality, age, income, colour, ethnicity, marital status or nationality.

In our school we recognise that this may include:

- People from minority backgrounds
- Refugees
- Different faiths
- People who have English as an additional language
- Young carers
- Children in care
- Pupils at risk on exclusion
- People with disabilities
- Pupils with Special educational needs

The following legislation informs our Equal opportunities policy:

- Sex discrimination act 1975
- The Race relations act 1976/2000
- Human Rights act 2000
- Special needs and disability act 2001

To support our school in it's Equal Opportunities work, we have the following policies:

- Special Educational Needs Policy
- Anti-bullying Policy
- Pay Policy
- Accessibility Statement

Employment:

As an employer, our school is committed to the employment policies and practices of the Salford County Council, for all members of staff, including part-time, supply and ancillary staff. This includes opportunities for professional development. We ensure that all staff, including Governors, that are involved in recruitment are committed to equal opportunities practices and that our procedures are fair, honest and open.

Race Equality:

The school fully understands the need to promote racial harmony and to plan opportunities for combating racism in our policies, procedures and curriculum. We believe that our school must be a safe place for everyone and we are committed to the principals of:

- Tackling racial discrimination
- Promoting equality

Tackling racial discrimination:

We will tackle racial discrimination by monitoring the outcomes of opportunities at our school and by dealing with and reporting racist incidents.

We accept the definition of a racist incident:

- A racist incident is any incident that is perceived to be racist by the victim or any other person.

Allegations of harassment and discrimination based on ethnicity will be investigated as far as possible, using the schools usual disciplinary procedures and racism will be directly challenged. Action will be taken to prevent the likelihood or reoccurrence. Our procedure for dealing with racist incidents will be made known to everyone at or connected with our school. Racist incidents are rare at Lower Kersal but such incidents are always reported to the LA through their data collection systems. School monitors incidents and takes appropriate action, with a summary of incidents reported annually to Governors. In the event of a member of staff being implicated, the usual disciplinary procedures will apply.

Prompting equality of opportunity and good race relations:

These aspects of our race policy will largely be done via monitoring and planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality.

Gender:

We believe that girls and boys should have equal access to all aspects of School life, including the curriculum, subject choices and extra-curricular

activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that both girls and boys achieve to their full potential.

We will promote approaches which provide equality of opportunity, including:

- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, ICT, Art and Design, Music and PE;
- avoiding gender stereotyping when organising pupils into groups.

Sexual orientation and gender identity

This school is fully committed to combating discrimination faced by lesbians, gay men, bisexual and transgendered (LGBT) people. We want to ensure equality of opportunity for all LGBT people. We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for pupils and staff based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our pupils to live free from harassment and to feel safe as they enjoy and achieve throughout their time at our school. We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBT communities, both internally and within the community as a whole.

Disability

The School is fully committed to the new duties placed on schools in the Special Educational Needs and Disability Act 2001 and accepts its definition of a disabled person as someone who has "a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities."

We will consider the needs of all people in school including:

- pupils who may be disabled but not have a statement of special educational need not be on any stage of special needs assessment;
- teachers and other School staff;
- Governors;
- all visitors to School.

The school will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff and to the curriculum for disabled

pupils. In addition the school will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled. In particular, our policies relating to the education and related services we provide and our admissions policy will ensure there is no substantial disadvantage.

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- planning appropriate amounts of time to allow for satisfactory completion of tasks;
- planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum;
- identifying aspects of their programmes of study and learning objectives that may present specific difficulties for individuals.

Roles and responsibilities

The Headteacher will be responsible for:

- developing and monitoring any action plans arising out of the implementation of this policy
- being the designated person for coordinating the School response to and reporting onwards to the LA of racist incidents report forms
- ensuring that training in equal opportunities work is available to all members of staff
- monitoring and evaluating the effectiveness of the Policy
- planning into the curriculum and life of the school for promoting racial harmony and preparing pupils for living in a diverse and increasingly interdependent society.

School objectives:

The aims of this policy will be met by:

1. Promoting the principles and practices of equality and justice throughout the School
 - 1.1 Guide the implementation of the Equal Opportunities Policy.
 - 1.2 Ensure that all children receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision.
 - 1.3 Promote racial harmony, prepare pupils for living in a diverse and increasingly interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination.
 - 1.4 Comply with Equal Opportunities legislation and meet Ofsted criteria for inclusion

2. Identifying and removing practices that may result in direct or indirect discrimination

2.1 Develop the support and training available for all staff, including governors, to develop their practice in Equal Opportunities work.

2.2 Monitor and evaluate by gender, ethnicity and disability;

- access to educational opportunities and services
- attainment
- curriculum, teaching and learning
- exclusions
- punishment and reward
- membership of the governing body
- parental involvement
- staff recruitment and career development

2.3 Monitor and evaluate annual data on the number and type of racist incidents in school.

2.4 Ensure that families for whom English is an additional language have materials about School and the curriculum translated into their languages.

2.5 Ensure that the Admissions Policy is objective, clearly set out and does not disadvantage certain groups.

2.6 Work towards meeting the Commission for Racial Equalities (CRE) standards for racial equality in Schools set out in 'Learning for All'.

Monitoring and evaluation the effectiveness of the policy

A variety of information, including quantitative and qualitative data, will be used. Annual reports will indicate progress on equalities issues outlined in the annual Action Plan.

It will include:

- Data on pupil attainment, by gender, ethnicity and disability
- Access to the curriculum and subject areas
- Exclusions from school
- Exclusions from areas of the curriculum, including School trips and extracurricular activities
- Punishment and rewards
- Staff recruitment and career development
- Analysis of racist incident report forms
- Ofsted reports on School's educational provision and standards
- Consultation with parents, pupils, Governors and the LA
- The Policy will be reviewed every two years in the Summer term

