



Irby Primary School Equality of Opportunity Policy

Introduction

Our school's mission statement states that in partnership with parents and carers, we aim to develop the full potential, self-motivation and confidence of our children. We value the individuality of all of our children and are committed to giving them all every opportunity to achieve the highest of standards.

In accordance with the Equality Act 2010, we believe that no one should be discriminated against and ensure that the nine protected characteristics outlined in the act are adhered to. These characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Under the Act, people are not allowed to discriminate, harass or victimise another person because they have any of the above characteristics. We strongly support this principle.

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.

This policy accords with legislation:

- Equality Act (2010);
- Children and Families Act (2014)
- Care Act (2014);
- Race Relations (Amendment) Act (2000);
- Disability Discrimination Act (SENDA) 2002.

Aims and objectives

We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of any of the protected characteristics (see above).

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 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 personal prejudice and stereotypical views whenever they occur.

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.

We believe 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 both respect and consideration for all.

Racial Equality

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.

We believe 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 Behaviour).

We endeavour to make our school welcoming to all minority groups. We actively promote the British value, 'Mutual respect and tolerance of those with different faiths and beliefs' through whole school celebrations of a wide range of religious festivals throughout the year. Through our RE curriculum, we develop in our children an understanding of diverse cultures and our children have a zero tolerance towards prejudice of any kind. Our respect for other cultures is reflected in the displays of pupils' work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on India, the children learn the importance of Diwali to Hindus and Sikhs.

Disability Equality

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 Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

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

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. Activities on the Year 6 residential activities week have been adapted to allow pupils with physical disabilities to play a full and active part.

Gender Equality

We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We plan our curriculum to ensure activities and content meet the needs of all children, regardless of their gender, in line with our mission statement; for **all** children to achieve their potential in an environment of care, courtesy and consideration. In order to do this we:

- i. Ensure that the resources we use do not favour a particular gender and, where possible, challenge gender stereotypes;
- ii. Display work and reward children based on the efforts of the children;
- iii. Plan a themed curriculum which appeals to a wide range of interests and, where opportunities arise, challenge gender stereotypes;
- iv. Adopt a range of teaching strategies which appeal to all learning styles;
- v. Provide a wide range of reading books which appeal to both genders and which do not promote gender stereotypes;
- vi. Teach in a fully inclusive way, seating the children in mixed gender groups and ensuring all children contribute to class discussions and tasks.

The role of governors

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.

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.

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.

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 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.

The role of the Headteacher

It is the Headteacher's role to implement the school's policy on equal opportunities, and he is supported by the Governing Body in so doing.

It is the Headteacher's role to make sure that all staff members 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, so that no-one is discriminated against.

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 the class teacher

Class teachers do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child and, in line with the school ethos, teachers are encouraged to celebrate diversity.

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

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. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography teachers will counter stereotypical images of Africa and Asia, and will show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We report any incidents to the Headteacher, who records what has happened and follow procedures.

Monitoring and review

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;
- 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 and the Equality Plan will be reviewed by the Governing Body on an annual basis.

Irby Primary School has opted to adopt the above policy guidance and agrees to operate under its terms.

Taken to Curriculum Committee meeting on 10/10/23