



Moons Moat First School

Equal Opportunities Policy (including anti-racism)

2025 - 2026

We believe that our Equal Opportunities Policy should extend to all pupils, staff (teaching and non-teaching) parents, visitors and contractors to our school. We believe that it is important to celebrate the richness and diversity of culture and experience that we now enjoy, and is becoming part of our heritage. As a school we work to incorporate Worcestershire County Council Guidelines for equal opportunity into our primary practice.

1 Aims and objectives

1.1 The primary objective of Moons Moat School is to promote equal opportunities through education, developing and preparing all our pupils, whatever their colour, gender, religion or cultural background, abilities or disabilities, for life in Britain, and the wider World.

Each pupil and teacher will be encouraged to further this objective by contributing personally towards a happy, caring environment and by promoting respect for and appreciation of each other's background and culture.

1.2 We promote the principles of fairness and justice for all through the education provided in our school. The school believes that discrimination of any kind is unacceptable. Rewards and sanctions are consistently applied.

1.3 We ensure that all pupils have equal access to the full range of educational opportunities provided by the school. Extra-curricular activities are open to all, regardless of gender, ability or disability.

1.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning. We endeavour to give all children support appropriate to their needs. As some styles of teaching can advantage particular pupils, we use a range of strategies which include whole class teaching, group discussions, paired and individual activities.

1.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide the opportunity for everyone to achieve.

1.6 We challenge stereotyping and prejudice whenever it occurs.

1.7 We celebrate the cultural diversity of our community and show respect for all minority groups. The school recognises that it needs to prepare children for their life in society by helping them to value themselves, their relationships with others, their role in the community and the environment in which they live.

Statements of Principle

- Discrimination on the basis of colour, culture, origin, sex or ability is unacceptable in this school.
- Every pupil and teacher endeavours to further this objective by personally contributing towards a happy and caring environment and by showing respect for and appreciation of each other as individuals.
- The primary objective of this school is therefore to educate, develop and prepare all our pupils, whatever their sex, colour, culture, origin or ability, for life
- All staff practice an equal opportunities philosophy.
- The school acknowledges the complexity and variety of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society.
- The school is committed to emphasising the common elements and values of different cultures rather than highlighting conflicting areas
- The school is committed to encouraging all our children to value, respect and celebrate cultural and faith diversities.

2 Ethos and Atmosphere

2.1 Our school seeks to promote the achievement of all pupils. Staff take time to praise children for their behaviour, contributions and their work. Each week children are publicly rewarded during Achievement Assembly.

2.2 We have a School Council which meets regularly to discuss concerns and suggestions raised within class. Members are elected by their peers. Circle Time sessions are another vehicle for addressing equal opportunities.

2.3 Children and class teachers write their class rules at the beginning of the school year, addressing equal opportunity and how they are going to ensure equality in the classroom.

2.4 Unacceptable behaviour is dealt with immediately. We have established systems for dealing with incidents which are followed

by all staff. Offensive remarks or behaviours based upon prejudice or misinformation are always challenged. (see Behaviour Policy)

We are aware that prejudice and stereotyping can be caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

3 Anti-racism

3.1 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 act immediately to prevent any repetition of the incident.

3.2 We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

3.3 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups through, for example, music, art, history, geography and religious education. See also 'Moons Moat Multi Cultural Plan' and 'Enrichment Opportunities'.

The school has accepted the following LA Policy Documents in respect of school employees:

- Human Resources - Employment Information & Guidance – Equality and Diversity Policy;
- Guidance for Schools – Grievance and Harassment Procedure for Staff in Schools;
- Employment policies & procedures – Bullying and Harassment (Employees) – Human Resources.

These documents will be of great assistance in the event of an incident and must be referred to.

4 The role of Governors

4.1 The Governing Body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

4.2 The Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

4.3 The Governors welcome all applications to join the school, whatever background or disability a child may have.

5 The role of the headteacher

5.1 It is the headteacher's role to implement the school's 'Equal Opportunities Policy (including anti-racism)' and she is supported by the Governing Body in so doing.

5.2 It is the headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

5.3 The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

5.4 The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, through assemblies, where respect for other people is a regular theme, and in displays shown around the school.

5.5 The headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

6 The role of the class teacher

6.1 The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

6.2 When selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide resources which give positive images of ethnic minorities and that challenges stereotypical images of minority groups.

6.3 When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.

6.4 All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school log book.

Equal Opportunities in Action

Admission

The school's admission policy does not permit sex, race, colour or disability to be used as criteria for admission.

Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place

in the playground, hall, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

Pupils

All incidents are referred to the Headteacher and consideration is given to involving the parents. Parents should be aware of the school's commitment to equal opportunities.

The Curriculum

All pupils must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive, and must reflect sexual and cultural diversity.

Every effort will be made to ensure that the curriculum provided reflects the school's policy on Equal Opportunities. All activities offered should promote a positive ethos based on values such as respect, empathy and understanding.

Such a curriculum will then provide opportunities for all learners to achieve and for all others to value such achievements.

Resources

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins. Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural, multi-faith (in line with the agreed syllabus for RE) and non-sexist, containing positive images of all groups. Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

7 Monitoring and review

7.1 It is the responsibility of our Governing body to monitor the effectiveness of this 'Equal Opportunities Policy (including anti-racism)'. The Governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

Working Within the Law

Anti-discrimination laws in the United Kingdom are designed to eliminate discrimination in employment and education on the grounds of race and sex.

Equality Acts 2010 & 2020

The Race Relations Act 1976 makes it unlawful for an employer to discriminate against a person on racial grounds in recruitment, promotion, transfer, training, terms and conditions of employment or dismissal.

The Sex Discrimination Act 1975 makes it unlawful for an employer to discriminate against a person on the grounds of sex or marital status.

The Special Educational Needs and Disability Act (SENDA) 2001 brought in laws and measures aimed at ending the discrimination, which many disabled people faced. The Act gave disabled people new rights in the area of employment.

In addition, the Equal Pay Act 1970 (amended 2010) requires employers to give equal treatment in respect of pay, terms of contract and employment to men and women doing the same or broadly similar work. Under the terms of the 1984 amendment, equal pay must also be given for work of equal value in terms of skill, effort, decision-making or other issues.

Classification by sexuality (bisexual, homosexual, gay, lesbian, heterosexual) for purposes of employment, professional responsibility or opportunity demonstrates discrimination. Similarly, sexuality should not be used to discriminate amongst pupils and students.

Safeguarding / Child Protection

All staff and Governors have received appropriate safeguarding and child protection training (September 2025). All staff have read the following:

- Keeping Children Safe in Education 2025
- What to do if you're worried that a child is being abused
- Staff Code of Conduct
- Safeguarding and Child Protection Policy

Other related policies have been signposted such as Working Together to Safeguard Children, Anti-Bullying, Anti-Cyber Bullying Policy, Behaviour Policy, Critical Incidents, Health & Safety etc.

Staff working with children should maintain an attitude of '*it could happen here*' where safeguarding is concerned. If staff have any concerns about a child's welfare, they should act upon them immediately. They should follow the school's policy and procedures and speak with the Designated Safeguarding Lead (Miss Crawford) or one of the Deputy Safeguarding Leads (Mrs Kelly, Mrs Moorhouse or Mrs Lawrence). In the absence of these staff members, a member of the SLT should be contacted. All concerns should be acted upon and recorded on CPOMS.