

Pipworth Community Primary School



Equal Opportunities Policy



Article 2: I have a right to have adults do what is best for me.

Article 6: I have a right to be supported to live and grow.

Article 12: I have a right to be listened to and taken seriously.

Article 14: I have the right to my own thoughts and beliefs and choose my religion.

Article 23: I have the right to special care and education if I have a disability.

Article 28: I have the right to an education.

Article 29: I have a right to be supported to achieve in education.

Article 30: I have a right to speak my own language and follow my family's way of life.

Date Reviewed:	June 2024
Reviewed by:	M Jackson-Brown
Policy to be reviewed by:	June 2026

Our vision is for all pupils to achieve their best outcomes through a creative, inclusive and engaging curriculum, enabling them to become lifelong learners.

Introduction

In accordance with the Equality Act 2010, this document contains a statement of the principles and strategies for ensuring that there is a shared understanding of the term 'Equal Opportunities' within the school, and that the school applies the principles of equality of opportunity and promotes the individuality of all children and adults, irrespective of ethnicity, religion or belief, attainment, age, disability, gender, sexual orientation, marital status or background. We will adhere to the legal definitions of these protected characteristics as set out by the Equality and Human Rights Commission (EHRC) code of practice. We aim to develop a culture of inclusion and diversity, in which all those connected to the school feel proud of their identity and able to participate fully in school life.

'*Every Child Matters*' states that all children have a right to be safe from bullying and discrimination, mentally and emotionally healthy and to achieve stretching national educational standards at primary school.

We feel that all pupils must be offered the same opportunities in school if we are to fulfil our aims.

We hold the Gold Award as a UNICEF Rights Respecting School

The Convention has 54 articles (laws) that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights of the child. These rights apply to every child and the agreement entitles every child to claim their rights. Adults and governments are duty bearers and must work together to make sure all children have their rights fulfilled.

Every child has rights "without discrimination of any kind, irrespective of the child's or their parent's or guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status" (Article 2). Putting 'rights' into practice every day supports and promotes wellbeing, participation, relationships and self-esteem of children in school and beyond the school gates.

At Pipworth Community Primary School adults actively promote pupil rights and gather pupil voice through interviews, School Council meetings and questionnaires to ensure that they:

- Are healthier and happier
- Feel safe
- Have better relationships
- Become active and involved in school life and the wider world

For more information please visit the UNICEF Rights Respecting website [UNICEF Rights Respecting Schools](https://www.unicef.org/eng/our-work/education/eng-urrs)

Principles

We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion or belief, attainment, age, disability, gender, sexual orientation, marital status or background (see appendix for details of **Protected Characteristics**).

We promote the principle of fairness and justice for all through the education that we provide in our school, and through the procedures and guidance we follow to ensure pupils and adults have equality of opportunity.

We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly 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 ensure that everyone in school is treated fairly and is not discriminated against for any reason.

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 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.

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender and disability and action any gaps, including providing targeted support where appropriate.
- Take account of the achievement of all students when planning for future learning and setting challenging targets.
- Ensure equality of access for all students and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school population and local community without stereotyping and expose students to a range of thoughts and ideas.
- Promote attitudes and values that will challenge racist, sexist, homophobic and other discriminatory behaviour or prejudice.
- Provide opportunities for all pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on stereotypes to encourage social cohesion, expectations and the impact on learning.
- Include teaching and classroom- based approaches appropriate for the whole school population, which are inclusive and reflective of our students.

- Seek to involve the community around the school in the celebration and raising awareness of cultural issues.

Admissions and Exclusions

Our admissions arrangements are operated in conjunction with Sheffield City Council and are fair and transparent, and do not discriminate on the protected characteristics or socio-economic factors.

Exclusions will always be based on the schools Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any disproportionate practice is identified and dealt with.

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 may collect, analyse and evaluate a range of school data to check that all pupils are making the best possible progress, and that no group of pupils is underachieving. This may include monitoring:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

The governing body seeks to ensure that people are not discriminated against due to disabilities, religion or belief or sexual orientation when applying for jobs at our school or when working in or visiting school. Any incidents where this is suspected must be reported to the governing body.

The governing body will ensure any equal opportunity data from applicants is collected and returned to the children and young people's service.

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.

The role of the headteacher

It is the headteacher's role to implement the school's policy on equal opportunities, and s/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 staff (Teachers, Teaching Assistants and Non-Teaching)

All staff will ensure that all students and members of staff are treated fairly, equally and with respect, and will maintain awareness of the schools Equal Opportunities Policy, thus encouraging positive intervention against any discrimination incidents.

All staff must recognise their own prejudices and do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child. All staff will strive to provide material that gives positive images and challenges stereotypical images. All staff will challenge any incidents of bullying, prejudice, racism, sexism, homophobia, biphobia, transphobia and record any serious incidents, drawing them to the attention of the Headteacher.

Staff are personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment.

Our school will ensure that all staff fully understand our commitments to equality and inclusion and receive the necessary training and development to uphold their responsibilities.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents on incident forms, and draw them to the attention of the headteacher.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy using any of the following:

- monitoring and comparing the progress of all groups of pupils;
- 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 from parents, staff or pupils regarding equal opportunity;
- monitoring the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every year, or earlier if it is considered necessary.

Appendix Protected Characteristics (2010)

The protected characteristics for the schools provisions for staff, pupils and parents are:

- Disability
- Gender
- Pregnancy and Maternity
- Race
- Religion or Belief
- Gender Identity
- Sexual Orientation
- Age
- Marriage

Disability

We are committed to meeting the needs of any children in our school who have disabilities, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that children with disabilities 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, and has an accessibility plan which is working towards this.

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.

Gender equality

We recognise that nationally the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We will put in place a number of measures to raise the achievement of the boys if achievement falls behind that of other groups. These include:

- dealing with negative aspects of boys' behaviour, including bullying and name-calling;
- removing gender bias from our resources;
- making sure that our displays reflect boys and men as effective learners and achievers;
- encouraging boys to read fiction.
- beginning a lesson by stating the learning outcomes, and giving the 'big picture';
- employing a variety of activities, and include a kinaesthetic element;
- delivering work in bite-sized chunks, with 'brain breaks' and new starts;
- providing challenge, competition and short-term goals;
- giving regular positive feedback and rewards;
- setting writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that strategies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

Pregnancy and Maternity

The Act lists pregnancy and maternity as a protected characteristic. The school follows Sheffield City Council's policies.

Racial equality

Ethnicity means a person's:

- Race
- Nationality (including citizenship), and/or
- Ethnic or National Origin

And a racial group is composed of people who have or share a nationality or ethnic or national origins. A person has the protected characteristics of ethnicity if they belong to a particular racial group. Racial groups can comprise two or more racial groups such as 'British Asians'

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.

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 Racial Equality and for Behaviour).

We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the programme for cultural development studied by the children, and we reflect this in the displays of work shown around the school.

Our spiritual and cultural programme and PSHE curriculum reflects the attitudes, values and respect that we have for all groups of people.

Religion or Belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not to be mainstream or well known to gain protection as religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs.

Belief means any religious or philosophical belief and includes a lack of belief. 'Religious belief' goes beyond beliefs and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism. A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

- It must be genuinely held
- It must be a belief and not an opinion or viewpoint based on information available at the moment.
- It must be a belief as to a weighty and substantial aspect of human life and behaviour.
- It must attain a certain level of cogency, seriousness, cohesion and importance.
- It must be worthy of respect in a democratic society.
- It must be compatible with human dignity and not conflict with the fundamental rights of others.

Gender Identify

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical gender they were assigned at birth.

This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender identity where they:

- Make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor.
- Once they have proposed to undergo gender assignment they are protected, even if they take no further steps or decide to stop later on.
- They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected.
- Start or continue to dress, behave or live (full or part time) according to the gender they identify as a person.
- Undergo treatment related to gender reassignment, such as surgery or hormone therapy; or
- Have received gender recognition under the Gender Recognition Act 2004 It does not matter which of these applies to a person for them to be protected, because of the characteristic of gender reassignment

Sexual Orientation

Sexual orientation means the attraction a person feels towards males, females and trans people, which determines who they form intimate relationships with or are attracted to.

- Some people are attracted to those of the same sex (lesbian women and gay men)
- Some people are attracted to males and females (bisexual people)
- Some people are attracted to males, females and trans people (pansexual people)
- Some people are attracted to the opposite sex (heterosexual people)
- Some people have relationships but not sexual relationships (asexual people)

Everyone is protected from being treated poorly because of sexual orientation, whether they are bisexual, gay, lesbian, asexual, pansexual or heterosexual. Sexual orientation discrimination also covers discrimination connected with manifestation of that sexual orientation.

Age and Marital Status

As a school we aim to create an environment of equality for all. Equal opportunities are promoted for all staff, irrespective of age or marital status.

We feel that our staff's wellbeing is of vital importance. Wellbeing is an important factor in the job satisfaction and as such is a management issue. Our strategy will bring staff wellbeing to the forefront, whilst seeking to create a culture where negative wellbeing issues are identified, minimised and managed before they affect the wellbeing of staff. We have a clear aim to promote the positive health and wellbeing of our staff.

Health and Wellbeing strategy

The issue of staff health and wellbeing at work is recognised as part of our broader approach to health promotion that involves us all.

We aim to:

- Promote good practice in both health and wellbeing activities and share success
- Ensure all necessary resources are provided.
- Identify those circumstances that may contribute to inappropriate levels of work-related stress.
- Consult with relevant trade union safety representatives and other stakeholders.
- Provide confidential counselling for staff as necessary
- Promote an emphasis and wellbeing
- Provide central support, resources and advisory services
- Produce and disseminate guidance notes
- Offer practical step by step procedures and guidance
- Provide training to staff

All staff are expected to:

- Look after the health and wellbeing of their colleagues
- Treat each other with dignity and respect
- Take advantage of training and information sources
- Uphold confidentiality (wherever safety is not a t risk)

- Recognise the limits of what they can do and seek advice at the earliest opportunity
- Share ideas for promoting health and wellbeing in the workplace
- Raise issues of concern with their line manager
- Accept opportunities for occupational health review or counselling when recommended