



1839 + Bures School

## **BURES CEVC PRIMARY SCHOOL**

### **EQUAL OPPORTUNITIES POLICY**

This policy should be read in conjunction with the school's our SEN Local Offer, School Offer and SEN policy

#### **Introduction**

Our school's aims statement values the individuality of all of our children. 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 Equal Opportunities Policy extends to adults: staff, parents and carers.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

#### **Aims and Objectives**

We do not discriminate against anyone, be they staff or pupil, on the grounds of any of the protected characteristics highlighted above. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our school.

We 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.

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

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups.

We are aware that prejudice and stereotyping is 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.



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### **Anti-racism**

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.

We endeavour to make our School welcoming to all minority groups. 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.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. Should anyone at our School be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

### **Disability non-discrimination**

Some children in our school may have disabilities or special educational needs. We are committed to meeting the needs of these children, as well as meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with their peers. The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning. Teachers modify teaching and learning as appropriate for all children. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

### **The Role of Governors**

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

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

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



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child's religion affects the School uniform, then the School will deal with each case sensitively and with respect of the child's cultural traditions.

### **The Role of the Headteacher**

It is the Headteacher's role to implement the School's equal opportunities policy, which is supported by the Governing Body.

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.

The Headteacher ensures that all appointment panels give due regard to this policy and that no-one is discriminated against when it comes to employment or training opportunities.

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, in collective worship and assembly, where respect for other people is a regular theme, and in displays shown around the School.

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

### **The Role of the Class Teacher**

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

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 material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

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. So, for example, history topics in our School include examples of the significant contributions women have made to developments in this country's history. In Geography topics, the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the School log book and these are drawn to the attention of the Headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

### **Monitoring and Review**

It is the responsibility of our Governing Body to monitor the effectiveness of this Equal Opportunities Policy. The Governing Body does this by:

- Monitoring the progress of pupils of minority groups and comparing this to the progress made by other pupils in the School;



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- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Requiring the Headteacher to report to Governors on the effectiveness of this policy should any issues arise;
- 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.

Reviewed: Summer 2020

Review Date: Summer 2021