



EQUAL OPPORTUNITIES POLICY

1) Introduction

We are a church school committed to excellence. Working in partnership with parents, we provide a happy, stimulating environment rooted in Christian values. All are cared for and nurtured spiritually, morally, intellectually, physically, socially and emotionally. This is a school with high expectations for all and where all are valued as individuals.

At Bayford CE Primary we are committed to giving all our children every opportunity to achieve the highest standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum. 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 special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined by 2010 Equality Act).

This policy accords with legislation including the Equality Act 2010.

2) Aims and objectives

The purpose of this policy is to ensure that:

- We do not discriminate against anyone, be they staff, pupil or parent/carer, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this will entail treating pupils according to their needs.
- 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 challenge prejudiced 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.

3) Racial equality

In Bayford Primary 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.

We endeavour to make our school welcoming to all ethnic groups. We promote an understanding of diverse 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 ethnic groups.

4) Disability non-discrimination

Some children or staff in our school may have or may develop disabilities. We are committed to meeting the needs of those in our care. The school fully meets the requirements of the disability component of the Equality act 2010. All reasonable steps are taken to ensure that people with disabilities are not placed at a substantial disadvantage compared to those who are not disabled.

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 with advice from the OT.

The school will make reasonable adjustments for staff and children who may have disabilities compliant with the Disability component of the Equality Act 2010

5) 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 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

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.

5.4 The governing body has a duty to secure, preserve and develop the character of the school as a voluntary school and to conduct the school in accordance with the provisions of the school's Trust Deed. This duty is currently carried out in respect of employment under the powers accorded to the governing body by the School Standards and Framework Act 1998 Section 60.

As part of this duty, and in order to promote the school's Christian ethos, preference may be given to professionally competent applicants for teaching posts who are fully supportive of the ethos of the school as a Church of England school. Applicants for teaching posts may be asked about their willingness and ability to support the ethos of the school. All teaching staff will be expected to behave in a manner that is compatible with the ethos of the school.

The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race. 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.

6) The role of the head teacher

It is the headteacher's role, with the support of the governing body, to implement the school's policy on equal opportunities.

It is the headteacher's role to make sure 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 appointments panels give due regard to this policy.

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 assemblies, 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 with due concern.

7) The role of the class teacher

Class teachers ensure that all pupils are treated fairly and with respect.

When selecting classroom material, teachers strive to provide resources which give positive images of equality.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book and on CPOMs, and draw them to the attention of the headteacher.

Incidents of a discriminatory nature are reported to the LA using the appropriate forms.

8) 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;
- 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.

9) Equality action plan and objectives

As a result of monitoring or consideration of concerns raised, where an area where there is potential for improvement on equalities has been identified, the school may from time to time develop an action plan with specific and measurable objectives.

When an action plan has been implemented the school will publish evidence of the steps being taken and progress made towards meeting the equality objectives that the school has set itself.

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