



# All Saints CEVA Primary School, Stibbard

Policy: Equal Opportunities

Date: 2016

Person Responsible: Headteacher

Review: 2019

To be read with regard to the following policies:  
Disability Discrimination

This policy was written after consultation with school staff and approved by Governors in Summer 2007 and amended in 2009, 2013 & 2016. It will be reviewed according to the school's programme of review or earlier should there be any changes in legislation. It should be read with particular reference to the Disability Equality Scheme and the policies listed there.

The headteacher has responsibility for:

- ensuring that equal opportunities are set out clearly for all involved in the school
- monitoring the effectiveness and impact of the policy with the designated governor and reporting on its effectiveness at least annually.

As a church school the dignity of the individual is at the core of all we do; this policy aims to ensure the spirit and requirements of equal rights legislation are fully met.

## **Commitment to Equal Opportunities**

All Saints Stibbard is committed to ensuring equal opportunities for all: our children and their families, school staff, governors and visitors. We will inform parents of the policy and they are given the opportunity to read minutes of Governors' meetings and the headteacher's reports to Governors where these matters are discussed and reported upon. The headteacher makes herself available to discuss any parental concerns and ensures they are followed up quickly.

All staff are made aware of this policy and encouraged to inform themselves in more detail of the legal implications when carrying out their work.

## **The Legal Background**

Equal opportunities are enshrined in legislation. **The Human Rights Act (1998)** enshrines the European Convention on Human Rights in UK law, with further laws outlawing discrimination on the grounds of race, gender and disability.

The following pieces of legislation further inform our practice:

**The Sex Discrimination Act (1975, amended 1986)**

**The Race Relations Act (1976) & Race Relations Amendment Act (2000)**

**The Disability Discrimination Act (1995)**

**The Disability Rights Commission Act (1999)**

**Special Needs and Disability Act (2001)**

**The Disability Discrimination Act (2005)**

Schools have access to support and advice from the Equal Opportunities Commission (EOC), The Commission for Racial Equality (CRE) and The Disability Rights Commission. In addition The

Runnymede Trust has a remit to develop strategies to raise the achievement level of ethnic minority pupils.

The Qualifications & Assessment Authority (QCA) refers in its curriculum guidance to the importance of securing equal opportunities for children. OFSTED requires its inspectors to make three judgements in respect of equalities:

- How well learners make progress, taking account of any significant variations between groups of learners (i.e. according to gender, race, disability)
- How well learners with learning difficulties and/or disabilities make progress
- How well equality of opportunity is promoted and discrimination eliminated

### **Implementation in school**

**The Sex Discrimination Act** protects our pupils, parents and staff from being discriminated against on the basis of gender. Teachers and teaching assistants ensure that all pupils have equal access to curricular opportunities. However, it is perfectly legitimate to separate boys and girls for teaching purposes if that is deemed appropriate. An example may be when teaching aspects of sex education, where it may be easier for pupils to discuss more personal and sensitive issues in a single-gender group.

Teachers should not be asked to undertake particular duties on the basis of gender, for example assuming that behavioural procedures can be more effectively carried out by a man. However, when organising a residential trip, the school would aim to follow LA advice by including at least one teacher of each gender.

Parents would rightly expect to receive equal treatment regardless of gender. However, some may feel more comfortable dealing with someone of the same gender and wherever practicable we would try to accommodate such preferences.

In carrying out equal opportunities work we seek to teach children to understand the importance of the need for equality and to challenge what may be entrenched views from the child's family. The headteacher undertakes to discuss such matters with individual parents should issues arise from this.

### **ACTION PLAN**

- To ensure that all policies and public documents promote gender equality (KB)
- Extra-Curricular Activities– monitor take-up of activities to ensure that gender equality of access is promoted (LH)
- School Visits – monitor take-up of activities to ensure gender equality is promoted (CI)
- PE/Sports – check range of sports activities in school and trips out during curriculum time to ensure balance between boys and girls (BC)
  - to ensure a variety of PE/Sports which appeal to both boys and girls, ensuring that e.g. dance, martial arts, netball are available to both boys and girls (BC)

**The Race Relations Act** outlaws discrimination on the grounds of colour, race, nationality or ethnic origin, with the amendment act requiring schools to work to eliminate racial discrimination and to promote good relations between different groups. In practice we record and report any instances of racially motivated abuse. We also ensure that in PSHE teaching attends to these matters.

We promote good race relations by encouraging global links. We encourage high standards of cultural work, some of which actively addresses the need to positively promote good understanding of other people and traditions.

Our most recent Church School inspection (SIAMS) in 2016 awarded the school an outstanding grade.

Our school uses the EAL service (English as an Additional Language) to promote better educational access for pupils from other countries.

In dealing with parents we make sure that, for example, school information is obtained in the home language if needed.

Our teachers are made aware that indirect discrimination is also illegal and unacceptable. Decisions should be tested in the light of this.

#### **ACTION PLAN**

- Promote good relations between different racial groups by encouraging better knowledge via international links & links to Assembly themes (HC)
- Promote equal opportunities by ensuring that any minority racial groups have appropriate support via EAL (ST)
- Eliminate racial discrimination by teaching all children to celebrate diversity (PSHE (LH & RE HC) and regular reminders for staff to be alert to inappropriate language or remarks (KB)

**The Disability Discrimination Act** outlaws discrimination against those with disabilities. In practice, schools have to make sure that disabled pupils are not treated less favourably than others. The school's Accessibility Plan demonstrates how the school plans strategically to improve access for our pupils. This covers improvements to the building (which was opened in 2006), provision of aids and improved access to the curriculum.

Much of what we do for disabled pupils is covered via our Special Needs Policy and managed by the SENCO. Pupils with significant disabilities will have an individual care plan which is known and understood by teachers and their assistants.

In organising additional activities such as educational visits, extra support may need to be organised for a pupil with disabilities. Central to our decision-making will be consultation with child and parents to find good solutions.

In dealing with parents, we should ensure that written information is accessible and if not, try to make suitable adjustments. For example, a partially sighted parent may be able to read a large-size font. When parents register their child at the school, the headteacher tries to gain such personal information so that a quality service can be offered to our families.

Our governors set the school's admissions policy which provides special consideration for those with disabilities. Governors are also aware of the need for careful consideration of such pupils when carrying out exclusions. There have been no exclusions in the school's recent history.

See the Disability Equality Scheme for more detail and Action Plan.

Separate guidance for employees is held in the Personnel File & on the LA website.