

## Equal Opportunities Policy

### 1. School Mission

Our Mission is to become:

- **A Learning School**  
*Learning what we can, sharing what we can, doing what we can to help*
- **An Inclusive School**  
*Ensuring every child succeeds*
- **An Open School**  
*Working in partnership with the whole school community*
- **A Safe and Healthy School**  
*Developing safe and healthy lifestyles*
- **A Supportive School**  
*Investing in Continuous Professional Development*
- **An Effective School**  
*Striving for Continuous Improvement*

In order to further the mission of school, the Equal Opportunities Policy sets out principles, aims and behaviours which underpin and promote a school community where everyone is welcomed, valued, supported and enabled to succeed.

### 2. Principles

In order to further the mission of the school, Bramcote Hills Primary School recognises that:

- all children, are entitled to equal regard and equality of opportunity in learning
- all staff are entitled to parity of esteem in their contribution to school life and support in their professional development
- all parents and governors are entitled to equal regard and equality of opportunity to be involved in the life of the school
- All cases of discrimination or prejudice will be taken seriously, investigated fully, monitored, recorded and dealt with, as appropriate, using the school's Behaviour Policy, and associated sanctions, and Race Equality Policy.

### 3. Our Commitment to Equal Opportunities

**We seek to provide equal opportunities for all members of the school community**

– children, staff, parents, governors and visitors - regardless of gender, age, race, religion, social status, ability, disability, sexual orientation and personal characteristics

**We recognise that every aspect of school activity has an equal opportunities**

**dimension.** This may be expressed *explicitly* in teaching material and display, *implicitly* in classroom practice or as part of the *hidden* curriculum of social interaction amongst and between pupils, staff and other adults. We recognise the need to be aware of personal prejudices and stereotypical views and avoid labels related to these.

### **We believe in equality**

Everyone in school is of equal value and should have equal opportunities to learn and be successful. We aim to be proactive in removing barriers to learning and success.

### **We value diversity**

Since people are of equal value, they should have equal opportunity to succeed. This does not mean treating everyone the same, as significant differences of culture, outlook and experience should be recognised and respected.

**We take account of individual need, background or heritage.** We are mindful of the difficulties that some individuals and groups can face and need to ensure that any obstacles are removed or reduced.

**We seek equality of outcomes for all groups.** We recognise that sometimes positive action has to be planned to create the circumstances in which equality can exist rather than leaving it to chance. (eg providing 1-1 support for a child with English as an additional language; running a girls' football tournament; providing worksheets with enlarged print, etc)

### **We recognise the importance of belonging & cohesion**

We want all members of the school community to have sense of belonging:

- acknowledging shared stories and symbols;
- sensing they have a stake in the well-being and future development of the school;
- knowing they are accepted and welcomed;
- and feeling that everyone is encouraged to participate and contribute.

## **4. Aims**

**Through this policy, and associated policies, we aim to facilitate:**

- 4.1 an *appreciation of diversity* within the school community, local area, nationally and worldwide and an awareness and respect for different genders, cultures, faiths, backgrounds and lifestyle choices
- 4.2 access for *all children* to a broad, balanced and relevant curriculum
- 4.3 *equality of educational outcomes* among different groups in the school
- 4.4 the taking of active steps to *remove barriers* to learning and success
- 4.5 access for *all parents* to information concerning:
  - the school and their child's progress and attainment;
  - opportunities to engage meaningfully with their child's education;
  - school activities and opportunities for families in the area
- 4.6 access for *all staff* to support and training in their role and on-going professional and career development
- 4.7 the examination and challenge of *all attitudes* from an equal opportunities perspective and promotion of understanding and tolerance of alternative viewpoints, beliefs and lifestyles
- 4.8 a community where *everyone feels safe* enough to express and question views
- 4.9 a curriculum that encourages *learning about, questioning and challenging current misconceptions and prejudices* in relation to equal opportunities
- 4.10 the taking of *swift action* to investigate and deal with all cases of prejudice and discrimination and apply appropriate sanctions

## **5. Staff**

Governors recognise their duty not to discriminate between staff on the grounds of gender, race, age, marital status, disability, sexual orientation, faith or belief.

The principles of equality of opportunity apply to:

- *Recruitment and selection* – LA recruitment procedures are followed and advice sought. Positive action may be taken, for example, to increase staff members who are male or from ethnic minority groups
- *Conditions of employment* – national and local conditions are adhered to
- *Promotion* – promotions are advertised internally (and externally if appropriate) and open to all who are suitably qualified and experienced
- *Training and professional development* – all staff have access to training and support appropriate to their role through the Adult Support Manager
- *Discipline, grievance and dismissal procedures* – LA procedures are followed and advice sought to ensure fairness

## 6. Responsibilities

- **All members of the school community** have a responsibility to speak and behave in such a way that others do not feel demeaned, threatened or compromised; and to report any incidents that they experience or witness to senior staff
- **The school staff** have a responsibility to apply equal opportunities in the provision of goods, facilities and services to the public
- **Teaching staff** have a responsibility to plan learning experiences, use resources and manage children in ways that promote equality of opportunity and recognise diversity
- **The Head Teacher** has a responsibility to monitor the implementation of the policy, investigate and record any incidents or complaints, and report to governors on the outcomes at least annually
- **The governing body** has a responsibility to ensure systems are in place to apply the principles of equal opportunities, respond to monitoring reports and keep this policy under review through Pupils and Personnel Committee
- **The Local Authority** has a responsibility to ensure equal opportunities in administering the admissions process and in dealing with personnel issues

## 7. Definitions

**Discrimination** is defined as practices that have the effect of putting people of a particular group at a disadvantage. There can be a tendency to practise discrimination based on gender, race, disability, age, sexuality, etc.

**Direct Discrimination** is practised openly - for example racial or sexual harassment.

**Indirect Discrimination** is often covert and favours one group over another, for example, uniform rules that exclude certain faith groups.

**Ethnic Minority** refers to all people in the UK who do not identify themselves as White British. This does not imply that families from ethnic minorities form a cohesive group with similar needs. On the contrary, we recognise that in our school there is substantial diversity of culture, religion, language and national origins including those of mixed heritage, each of which may require specific provision to ensure equality of opportunity.

**Harassment** is to trouble or torment someone or a group with persistent 'attacks' whether verbal, non-verbal or physical.

### **Prejudice**

Making judgements or generalisations about someone's ability, attitude or character based solely on their gender, race, disability or background

**Racist behaviour** is conduct or words which advantage or disadvantage people because of their race, colour, culture or ethnic origin

**Racist incidents** are any incidents which are perceived to be racist by the victim or any other person. They comprise all those unwanted actions, by a person or group, directed at people of different ethnic origins, which cause humiliation, offence or distress or interfere with their performance, or create an unpleasant working environment and which are motivated by racial considerations

As such, they may:

- comprise remarks or actions associated with a person's colour, race, nationality or ethnic or national origin
- emphasise a person's colour, race, and nationality, ethnic or national origin over his /her role as a pupil, member of staff or carer

**Sexual harassment** is any unwanted conduct of a sexual nature including unwelcome sexual advances, requests for sexual favours, or other behaviour of a sexual nature, whether physical, verbal, non-verbal, that:

- results in the individual feeling threatened or compromised
- causes humiliation, offence or distress
- interferes with their performance
- or creates an unpleasant working environment.

## 8. Monitoring

The impact of the Equal Opportunities Policy is monitored through the school's monitoring and evaluation programme and includes:

- *Characteristics of the school* - regular review of the school population and mix
- *Views of children and parents* - surveys of ethnic minority families and children and the response rate of ethnic minority families to school wide consultations
- *Achievement and standards* – analysis of attainment data for each gender and ethnic minority group in school
- *Personal development and well-being* – analysis of attendance and behaviour records for different groups in the school
- *Quality of provision* – analysis of uptake of curricular and extra-curricular opportunities by different groups
- *Leadership and management* – analysis and monitoring of staff appointments

## 9. Legal Framework

Governors at Bramcote Hills Primary School recognise their responsibilities under relevant anti-discrimination legislation:

- Sex Discrimination (1975 & 1976)
- Race Relations (1976 & 2000)
- Children Act (1989)
- Disability Discrimination (1995 & 1997)
- SEN Disability Discrimination & Code of Practice (2001)
- Human Rights (2001)

## 10. Other linked school policies

Race Equality Policy

Behaviour Policy

Anti-Bullying Policy

Personal, social, health and citizenship Education Policy

Sex Education Policy