

Equal Opportunities Policy



'We can and we will'
GLEBE PRIMARY SCHOOL

Equal Opportunities Policy

Mission Statement:

At Glebe School we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

Introduction

We have an ethos which enables all pupils to celebrate the diversity of our school community, at the same time recognising that equality of opportunity is implicit in our school aims.

We need to ensure that all individuals within the school are entitled to learn, teach or work in a non-threatening and supportive environment in which self-esteem is enhanced.

We need to define and identify unacceptable behaviour (racist, sexist, discriminatory or harassing) and offer strategies for dealing with the perpetrators and provide support for the victims.

We need to ensure that all staff take responsibility for these issues in all aspects of school life.

We, at school, believe that in order to achieve the above, every effort possible must be made to ensure that all individuals within this school are valued and have the opportunity to develop to their full potential within a context of mutual respect, justice and fairness.

Aims

To ensure that:

- Every individual within the school has the same chance of achieving his/her full potential.
- Changing needs are responded to.
- Staff, parents and children are informed, educated and reminded of the issues.
- We live in harmony and create a more equal society.
- We break down prejudices and build positive attitudes.
- There is a continuity of approach throughout the school.
- Individual talents are recognised and developed.
- The quality of life for all individuals is improved.

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- We develop caring, responsible and contributory members of society.
- We promote understanding and mutual respect for all members of society regardless of differences.
- We reduce discrimination by operating in a just and fair school society.
- We work to a written common agreement which can be modified, monitored and evaluated.
- That all learners have equal access to a rich, broad, balanced and relevant curriculum.
- We advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- We ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- We recognize and celebrate diversity within our community whilst promoting community cohesion.
- We ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

Legislation

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation. In this school, we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Policy summarises the school's approach in ensuring equality for all.

Good Practice

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies, and actions, we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

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We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, eg homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

Strategies

It is important that this policy is taken in conjunction with our policy on Behaviour and Discipline.

The school:

- 1) Will provide clear statements on the unacceptability of name calling, bullying, abuse (verbal/physical). Behaviour policy and behaviour grid. Incidents of racism or sexism will be dealt with in a sensitive manner.
- 2) Records every incident of racism. Reports are sent to the LA for monitoring.
- 3) The P.S.H.E./ R.H.S.E curriculum helps to promote a positive image of all members of society, with particular reference to race/religious belief, gender, physical ability and special need.
- 4) Displays reflect a positive image of race/religious belief, gender, physical ability and special need.
- 5) Gives all children the opportunity to contribute to displays throughout the school and their contributions are valued.
- 6) Analyses test scores to compare the results of different groups within the school, similar schools and national results eg pupils with SEN, EAL, gender issues etc.
- 7) Ensures that the school buildings have been inspected for access and the plans have been accepted by the governing body. The school have a Disability Equality Scheme and Access Policy.
- 8) Ensures that all pupils have equal access to all resources.
- 9) Allows time and space for talking, giving all children the opportunity to voice opinions. School council gives the children the opportunity to make their voice heard. There are regular whole school surveys to listen to the pupil and parent voice.
- 10) Ensures there are opportunities for individuals to discuss their feelings, encouraging the children to think about the exclusion of others and the effect it has during regular circle times.
- 11) Ensures there is encouragement to share experiences (cultural and other). Monitoring of groups within the classroom for domination, attitude and flexibility.
- 12) Gives role play experiences including: addressing age, disability, race and gender.

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- 13) Ensures there is a regular review and update of resources so that the message given should represent all the children.
- 14) Provides a differentiated curriculum - by developing classroom approaches which allow individual differences but which do not make distinctions which have negative effects on children learning and developing.
- 15) Reinforce equal opportunities issues and positive attitudes through assembly times and the use of books and stories.
- 16) Ensures we have appropriate role models in school.
- 17) Shows our positive position on bilingualism and culture by the use of more community languages or display in school, visitors to school etc.

Supervising staff will be aware of and sensitive to:

- a) Scapegoating - being aware of this potential within the peer groups and amongst parents.
- b) Peer pressure/ peer approval/disapproval - involvement of children in decision making. Discussion of what is acceptable behaviour.
- c) Home background expectations and attitude to out of school activities (which add pressure) and discuss issues with parents if appropriate.
- d) "Loners", the "Macho" group, assertive pupils, physical contact, tight huddles of groups, high profile pupils, the non-demanding pupils on the playground.

Resources

Monitoring of resources within the school will take place regularly to consider the messages the resources give and to consider their suitability and flexibility.

Staffing

This school confirms its opposition to unfair discrimination in employment and commits itself to a comprehensive policy of equal opportunity. We aim to ensure that the recruitment, selection, training and promotion of staff are based solely on the criteria of merit and ability, and that no job applicant or employee will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, domestic circumstances, age, sexuality, disability, trade union activity, political or religious beliefs.

Discrimination

There are four kinds of discrimination which we must be aware of:

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- 1) Direct Discrimination - this results from treating a person less favourably on the grounds of the areas covered in this policy.
- 2) Indirect Discrimination - this arises where a condition or requirement, although applied equally has the effect of excluding, penalising or treating less favourably any person indicated in the statement.
- 3) Victimisation - this occurs if the person is given less favourable treatment than others because she/he has exercised her/his right under the policy or legislation.
- 4) Harassment - this is defined as behaviour, deliberate or otherwise, directed at an individual, that is found to be offensive to the recipient, and that might threaten an employee's job security or create an intimidating environment.

Recruitment. Selection and Promotion

In line with the London Borough of Hillingdon's Equal Opportunities Employment Policy we welcome applications from all sections of the community irrespective of race, colour, gender, sexuality or disability. We seek guidance from the LA as to which publications we should use to advertise posts. Staff involved in the recruitment process, are trained using the safer recruitment programme, run by the NSPCC.

Applicants for posts are given clear and accurate information about the post in the form of an up-to-date job description and person specification.

The selection panel will be made aware of equal opportunity issues.

The Equal Opportunities Policy also informs our action and thinking in the following:

Dismissal and Redundancies

Disciplinary Matters

Grievances

Reviewed: March 2020

To be reviewed: March 2022