

RAMSEY MANOR LOWER SCHOOL **EQUAL OPPORTUNITIES POLICY**

Ramsey Manor Lower School is a Values Education School where our Values underpin everything we do.

We are committed to safeguarding children and providing a safe and healthy environment for all to learn and grow.

STATUS: STRONGLY RECOMMENDED

DATE ADOPTED: March 2009

Policy agreed by staff: RS date: January 2019

Policy agreed by Governors: JB date: January 2019

Date of next review: January 2022

RATIONALE

Ramsey Manor Lower School is committed to Equal Opportunities. We aim to engender a sense of community and belonging. We model Equal Opportunities in our staffing policies, relationships with parents/carers and the community in order to meet legislative requirements as laid down in the Equality Act 2010.

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils regardless of race, ethnicity, disability, gender and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

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 aim to act positively and have due regard to the need to challenge and eliminate unlawful discrimination – within both our school and our community.

- We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, level of educational need or background.
- We aim to promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- 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 of pupils.
- We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
- We aim to challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.
- We are aware that prejudice and stereotyping are often caused by poor self-image and also aware of the relationship between that and ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

GUIDELINES

1. All pupils will have equal access to all areas of the curriculum (though safety must be taken into account).
2. Appropriate multi-cultural resources will be developed ensuring that racism both hidden and overt is eliminated.
3. Monitoring and assessment, classroom organisation and curriculum will be free of race and gender bias.
4. The background and experiences of all children will be valued and where possible incorporated into the curriculum.
5. The specific needs of all children will be responded to with sensitivity and any forms of intolerance of others will be eliminated.

Positive images of both sexes will be promoted as will positive relationships and understanding between the sexes

- The role of the class teacher
Class teachers recognise the possibility of their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority

groups, or of boys and girls. All staff ensure that the language they use does not reinforce stereotypes or prejudice.

- We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, 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 and support staff challenge any incidents of prejudice or racism. We record any incidents on CPOMs and draw them to the immediate attention of the Headteacher.

The role of the Headteacher

It is the Headteacher's role to:

- ensure that the school's policy on Equal Opportunities is implemented effectively;
- ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations
- ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- promote all values for other people in all aspects of school life; in school assemblies and also in displays around the school.
- manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

The role of governors

- In this policy statement, the governing body has set out its commitment to equal opportunities and accessibility, 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 collects, 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;
 - rewards and sanctions;
 - parents' and pupils' questionnaires.
- The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see above) are not discriminated against when applying for jobs at our school. The governors welcome all

applications to join the school, whatever background or minority group a child may come from.

- The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.
- The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race.

This Accessibility part of this policy and the accessibility plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This policy should be read along with our School Improvement Plan and SEND policy

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.

An Accessibility plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school for pupils, staff, parents and visitors, and provision of physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils. This covers teaching and learning as well as access to the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of support staff and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Information should be made available in various preferred formats within a reasonable time frame.

This Accessibility Policy and its associated plan will be published on the school's website.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. This will form part of each Accessibility Plan.

LINKS TO OTHER POLICIES AND DOCUMENTS

Inclusion Policy

School Vision and Aims

Values Education Programme

Teaching and Learning Policy

Accessibility plan

SEND plan

School improvement plan