



Equal Opportunities Policy

(including Race, Disability & Gender Equality)

Policy Approved by the Governing Body on:

Date: 22nd January 2019

Signed:

Chair of Governors

Review Date:

Introduction

At St Martin's Garden Primary we are committed to giving all our children every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and we take account of pupils' varied experiences and needs. The achievements, attitudes and wellbeing of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of gender, special educational need, sexual orientation, race, religion and belief or disability.

Aims and objectives

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 may entail treating some pupils differently by virtue of the fact all are different and therefore have differing strength and weaknesses, likes and dislikes. However, we endeavour to treat all with dignity, fairness and as being of equal worth and value.

Equal opportunities and British Values

Our school values dovetail with the national British values of **democracy** – everyone gets a vote, **Rule & law** – everyone is subject to the same rules, **Individual liberty** - we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our pupils to make choices safely, **Mutual respect and tolerance of those with different faiths and beliefs** - St Martin's Garden Primary School is proud to promote and celebrate the different heritages represented in our school and the wider community. Mutual respect is at the heart of our school ethos. Our pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

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 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. However, it is a requirement that all employees are in agreement with our school vision statement, ethos and values.

We challenge prejudiced views whenever they occur.

We value each pupil's worth, we celebrate the individuality and diversity of our school community, and we show respect for all.

Racial equality

In St Martin's Garden Primary school we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote understanding and good relations between people of different racial heritage.

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 deal with it in accordance with school policy and 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 displays around the school.

Our curriculum reflects the attitudes, values and respect that we have for all ethnic groups.

Disability non-discrimination

Some of our school community 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 people with disabilities full access to all areas of learning.

Teachers modify teaching and resources 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.

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

Gender equality

Boys and girls will be treated with equity. Differences will be appropriately acknowledged in uniform, toilets and changing rooms. As with all groups, we may put in place a number of measures to bring into equilibrium any imbalance between groups that may arise from time to time.

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 to see if all pupils are making the best possible progress, and if any identified group of pupils is underachieving.

To do this we monitor:

- admissions
- attainment
- exclusions

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.

The governing body seeks to ensure that people 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 all including those with disabilities.

The role of the headteacher

It is the headteacher's role to implement the school's policy on equal opportunities, and they are supported by the governing body in so doing.

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; for example respect for other people is a regular theme in school assemblies, as it is also in displays around the school.

The headteacher views all incidents of unfair treatment; racist, homophobic or other discriminatory incidents, with due concern and these are logged or reported appropriately.

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 interview/appointment panels give due regard to this policy.

The role of the class teachers

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

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 and draw them to the attention of the headteacher.

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 St Martin's Garden Primary is discriminated against
- require the headteacher to report to governors annually on the effectiveness of this policy
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity
- monitor the School's behaviour policy, and the number of exclusions, to make sure that pupils from minority groups are not unfairly treated.