

Equal Opportunities Policy

Incorporating Race, Diversity, Gender, and Disability Equality



Learning together, respecting each other.

Our school community promotes four key values of Equality, Respect, Self Worth and Co-operation.

These are shown in our **Code of Conduct**:

We always try to give everyone a fair chance

We always try to treat each other with respect

We always try to be the best we can

We always try to work together, helping each other

All of our policies reflect the ethos and vision of the Kingsley School and Granby Children Centre community. We believe learning should be stimulating and enjoyable and that all children should be encouraged to be actively involved in their learning. This policy has been drawn up with full consultation of staff and governors. All our policies promote the five outcomes of Every Child Matters: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well being.

1. Introduction

This policy outlines the principles, protocols and practices of **Kingsley Community School and Granby Children's Centre**. The school and centre are committed to equality of opportunity for children, families and staff. We celebrate our diversity, recognising that we all benefit from the experiences we bring. We welcome differences and celebrate culture, respecting the needs of the individual, the various groups and the school and children centre community as a whole. As an inclusive site, these issues are central to our philosophy and at the forefront of our practice. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the staff, alongside the governing body.

2. Aims of Policy

- 2.1 To ensure that all members of the school and children's centre community, irrespective of their racial origin, social class, religion, gender or disability, are allowed to achieve the level of success and self-respect they deserve.
- 2.2 All members of the school and children's centre community should be given the opportunity to realise their full potential.
- 2.3 To provide an environment in which racist, sexist, religious and disability assumptions, attitudes and behaviour are constantly challenged.
- 2.4 To provide a curriculum which reflects the realities of the histories and achievements of people from all cultures.
- 2.5 To ensure that children have a basic knowledge of other cultures and faiths.

The Law

A wide range of statutes apply to Equality and Diversity:

- Disability Discrimination Acts 1995, 2003, and 2005
- The Sex Discrimination Act 1975, 2003, 2007
- Race Relations (Amendment) Act 2000, Race Relations Act 1976 (Statutory Duties) Order 2001 (SI2001/3458)
- Race Relations Act 1976 (Amendment) Regulations 2003 (SI2003/1626)
- Special Educational Needs and Disability Act (SENDA) 2001
- Section 8 Asylum and Immigration Act 1996
- The Employment Equality (Age) Regulations 2006
- The Employment Equality (Religion and Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- The Equality Act 2006

3. Discrimination

The school and children's centre community is committed to tackling discrimination. The following definitions are taken from Liverpool City Council's Race Equality Statement and are based on current legislation:

Direct discrimination: when a person or group is treated less favourably directly because of a personal characteristic, such as race, gender, disability, religion, age or sexual orientation. Direct discrimination is unlawful.

Indirect discrimination: where a criterion, policy, procedure, practice or condition which applies equally to everyone has the effect of disadvantaging people from a particular group and cannot be justified. Indirect discrimination is unlawful.

Institutional discrimination: is where, for example, an organisation's processes, procedures, attitudes, behaviours or organisational structures, through unwitting prejudice, ignorance, thoughtlessness and stereotyping, amount to less favourable treatment. Institutional discrimination is unlawful.

Harassment: is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment having regard to all the circumstances and the perception of the victim; harassment can include behaviour that is offensive, frightening or in any way distressing. It may be intentional bullying which is obvious or violent, but it can also be unintentional or subtle and insidious. It may involve behaviour which may not be intended to be malicious but nevertheless is upsetting. It may be about the individual's personal identity or it may be about the identity of those with whom the individual associates. It may not be targeted at an individual(s) but consist of a general culture. Harassment is unlawful.

Victimisation: is when an individual is treated detrimentally because they have made a complaint or intend to make a complaint about discrimination or harassment or have given evidence or intend to give evidence relating to a complaint about discrimination or harassment. Victimisation is unlawful. If victimisation happens or if organisations fail to take reasonable steps to prevent it from happening, they may be liable and may be ordered to pay compensation.

4. Equal Opportunities for Children

4.1 Admission arrangements. All parents, pupils and children are aware of the Equal Opportunities Policy and our commitment to equality of opportunity for all. The school or children's centre will not discriminate in its Admission Policy against any child or family on the grounds of race, gender, religion or disability.

The governing body, ensure the following arrangements are in place regarding disabled children:

- ❖ Arrangements at the school and children's centre for the admission of children with disabilities
- ❖ The steps to prevent those pupils being treated less favourably than other pupils
- ❖ The facilities to assist access to the school and children's centre by children with disabilities

More information can be found in the School and Centre's Disability Equality Scheme.

4.2 Multicultural Education. We are wholly committed to ensuring that children from ethnic and religious minorities have the same opportunity as all others. We aim to preserve

and transmit our values in a way that acknowledges Britain's ethnic and religious diversity and promotes understanding and racial harmony. Community Cohesion is central to all we seek to do and promote.

- 4.3 PSHE. In response to the Stephen Lawrence Inquiry report recommendation the National Curriculum is aimed at valuing cultural diversity and preventing racism through the introduction of **citizenship** in primary schools from September 2000. Within the national framework for personal, social and health education, and specifically within the SEAL programme, pupils will be taught to respect differences between people, to appreciate others' feelings and points of view and recognise the effects of stereotyping, prejudice, discrimination and racism. Younger children will be introduced to age appropriate materials through the SEAD programme.
- 4.4 Gender Equality. At school we play an active part in promoting gender equality through the curriculum and by acting as positive role models. By tackling gender issues, raising expectations and combating discrimination, we can help to bring about equality of opportunity in education. Within the children's centre, and EYFS we seek to help each child develop and thrive as a person, without ever resorting to gender stereotyping.
- 4.5 Children for whom English is an Additional Language and Refugee and Asylum Seeker Children. These pupils will be given the same opportunities as all other children. They are entitled to the same education available for all children regardless of the abilities, aptitudes and special educational needs they may have. Bilingual support will be provided wherever possible for newly arrived children and ongoing support as necessary throughout the child's time in school and/or the children's centre. Translations of letters and instructions will be made available to children and their parents/carers whenever possible and interpreters will be present at school and centre based events for parents to fully participate. The school has a published EAL policy and induction procedures to support such children. Our children centre website gives additional support for parents.
- 4.6 Gifted and Talented Children. These pupils are entitled to the same opportunities as all other pupils. Specialist provision will also be made available to all children in the Gifted and Talented cohort in order to enable them to reach their full potential. This is in line with the school's Gifted and Talented Policy.
- 4.7 Children with Special Educational Needs. These children are entitled to the same opportunities as all other pupils. Specialist provision will be available for them and this is detailed more fully in the school and children's centre SEN Policies. The school and Children Centre have dedicated staff to support SEN children and their families.

5. Equal Opportunities for Families

- 5.1 Access: the school and children's centre will actively encourage families to access all services on offer to them. Barriers to access will be identified and addressed and families supported in order that they can fully benefit from services.

- 5.2 Narrowing the gap. Both the school and children centre recognise their responsibility to work tirelessly to narrow the achievement gap. Through targeted support for families, we will assess barriers to learning and then provide tailored activities and programmes to meet identified needs. Regular monitoring and evaluation of activities and programmes will be undertaken to inform future planning.
- 5.3 Range of services. The school and children's centre are committed to providing a range of services to best meet the needs of our community. These services will take account of people's prior learning, their needs and/or disabilities, and the needs of the family as a whole. Services will be provided at times which suit our families and always after consultation with our families. Creche services will be offered whenever possible to our families, in order that adults can access appropriate training opportunities.

6. Equal Opportunities for staff

- 6.1 Appointments. The governing body will ensure that all appointments are conducted in a manner which upholds Equal Opportunities legislation and good practice. No discrimination of any kind will be tolerated. Fair recruitment and selection procedures will be used for all appointments. Safer Recruitment procedures will be adhered to at all times.
- 6.2 Training. All staff will be entitled to appropriate training in order to help them fulfil their role in school and the children's centre and enhance their own skills as part of Continual Professional Development. Likewise, all staff will take part in Performance Management irrespective of the role they undertake in school/children centre.
- 6.3 Parental Leave. Staff will be entitled to parental leave in accordance with City Council recommendations.
- 6.4 Part time/job share opportunities. Consideration will be given to staff who wish to consider part time or job share opportunities which may suit their personal circumstances.
- 6.5 The governing body does not tolerate inappropriate language, behaviour or violence to staff by service users and again will take appropriate action to protect staff if such incidents occur.

7. Management of the Policy

- 7.1 Role of the Head Teacher
- The head teacher is responsible for the overall management of this policy.
 - She will ensure that any new member of staff is made aware of its contents and will provide training as appropriate for all staff.
 - The head teacher will promote equality of opportunity for the whole school and children centre community and seek tangible ways to demonstrate this in the working day.
 - The head teacher will challenge any inequalities evident in the school or children's centre, reporting to governors as necessary.

- The head teacher will report any incidents of racial or sexual harassment, according to LA guidelines.

6.2 Role of governors

- The governors will review this policy annually
- The governors will ensure that any appointments made to the school and children's centre are vetted for potential discrimination
- There are guidelines for those involved in any selection procedures and all interview panels will be conducted following safer recruitment procedures.

6.3 Role of all staff

- All staff must familiarise themselves with this policy and implement it both in documents and in their actions
- All staff should be aware of what constitutes direct and indirect discrimination
- All staff should challenge inequalities as outlined above and promote the school and children's centre commitment to equality and diversity
- All staff are entitled to training in equality and diversity and anti discrimination. Any staff member wishing to attend training should ask the head teacher.

6.4 List of other relevant policies:

SEN policy
Curriculum policy
Accessibility Plan
Disability Equality Scheme
Behaviour Policy
RE Policy
Staff handbook

7. **Consultation and review process**

First draft written: Feb 2005

Ratified by governors: 14/7/2005

Reviewed, updated and ratified: May 2014.

Alternative formats of this document are available on request from the school office.