



# EQUAL OPPORTUNITIES POLICY

(Statutory Policy)

**(Pupil Wellbeing Committee)**

(Approval by Pupil Wellbeing Committee – 4 Year Review Cycle)

<b>Date to be implemented from:</b>	March 2021
<b>Date to be reviewed by:</b>	18 <sup>th</sup> March 2025
<b>Date Reviewed by Sub Committee:</b>	18 <sup>th</sup> March 2021
<b>Approved by:</b>	
Signed: ..... (Chair – Pupil Wellbeing Committee)	
(Print Name) .....	
Date .....	
<i><b>This Policy supersedes any previous Policy of this name or instructions that pre-date this edition.</b></i>	
<i><b>This Policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School.</b></i>	

## Policy Statement

1.1 St Andrew's School affirms that individuals are entitled to equal rights, responsibilities and opportunities. The School strives to ensure that all individuals are equally valued and everyone is treated with respect. We will eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.

1.2 St Andrew's School will meet its legal requirement to have an Equal Opportunities Policy and meet any other legislation or requirements to ensure an environment free from prejudice for pupils, staff, parents/carers and visitors.

1.3 The Policy will be readily accessible within the School on the Website and in hard copy on demand.



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### 2 Reviewing the Policy

2.1 Reviewing the Policy – St Andrew's School will assess the implementation and impact of this Policy on a continuous basis and undertake a regular formal review on an annual basis to ensure it is fit for purpose.

2.2 We will work towards a Single Equalities Plan to bring all our commitment to all those with protected characteristics in to one coherent plan.

### 3 School Vision

3.1 Our vision is to become an outstanding School within a loving, Christian community.

3.2 Our parents/carers, children and staff will work together to enable all children to:

- achieve their potential
- learn in a safe, stimulating environment
- enjoy learning now and in the future

### 4 Purpose of Policy

4.1 At St Andrew's we are committed to promoting an understanding of the principles and practices of Equality and justice through everything we undertake at School.

4.2 We are committed to the promotion of Equal Opportunities for all within the School and the wider community. We are located in a Borough that is diverse and part of one of the most multi-cultural capital cities in the world.

4.3 We believe everyone, those people who share a protected characteristic and people who do not share it, should have an equal opportunity in our School to achieve/learn to their highest attainment.

4.3 This Policy applies to all those in our School community – pupils, parents/carers, staff, Governors and visitors.



## 5 Aim of Policy

5.1 This Equal Opportunities Policy provides a framework that translates the values and aims of the School into effective procedures to enable each child to reach their potential.

5.2 This document meets the requirements under the following legislation:

- The Equality Act 2010 which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) regulations 2011 which requires Schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

5.3 This Policy supports the expectation that we will adopt strategies to promote Equality of Opportunity to close the gap on pupil achievement for any underachieving specific pupil group.

5.4 We aim to equip pupils with an awareness of our diverse society and to appreciate the value of difference and celebrate diversity.

5.5 The Policy also sets the context for the expectations of all procedures, including Fair Admissions and for recruitment process for School staff and Governors.

5.6 This Policy should be read in conjunction with the Disability Equality Policy and the SEND Policy.

5.7 Our Equality Objectives are:

- To ensure that all individuals are equally valued and everyone is treated with respect and promote the awareness within our School and our wider community of the protected characteristics as set out in the Equality Act 2010.
- To challenge any inappropriate behaviour within the School community that could impact negatively on those with protected characteristics or none.
- To foster good relations between those who share a protected characteristic and those who do not.
- To ensure that actions are taken to challenge any under-achievement of any group that share a protected characteristic.



## 6 Definitions

6.1 The School recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

6.2 We seek to ensure that all our community does not suffer direct or indirect discrimination, harassment or victimisation associated with the protected characteristics:

- Age (eg. assuming crime is done only committed by youth, old people are a waste of NHS resources and do not contribute to the economy)
- Disability (eg. making 'fun' of people's limitations, limiting their scope for employment, failing to remove barriers to deny them access)
- Gender, Gender reassignment (eg. valuing one gender less than another, mocking those who in the process of transitioning from one gender to another, grooming)
- Race, ethnicity, heritage or culture (eg. discrimination of groups defined by their race, colour, nationality, ethnic or national origins, racist comments, xenophobia, mocking accents, barring certain groups, pressure to undergo fgm or arranged marriage, assumptions about pupil ability based on socio economic income)
- Religion or belief, faith or religion (eg. Religious persecution, radicalisation, religion, denigration of any religious or philosophical belief, including a lack of belief, mocking your life choices or the way you live)
- Sex (eg. treating boys and girls differently, having different expectations what boys/girls can do, valuing one gender less than another, treating the same behaviour differently in boys and girls, body shaming one sex)
- Sexual orientation (eg. homophobia, name calling using disagreeable sexualised language, labelling people as 'not normal')
- Marital status (eg. pre-employment question about marital status and desire for children, questioning where children have two same sex parents, being hostile to those in civil partnership)
- Pregnancy and Maternity (eg. resentment against those going on regular maternity leave, making rude remarks about people shape, questioning who is the father)

6.3 ***Equality of Opportunity does not mean treating every pupil 'the same'. To give all pupils the very best possible opportunities to achieve their potential in the classroom, then teachers will need to plan for the effective learning for all pupils which includes differentiated challenge and support.***

6.4 The NC statutory inclusion statement makes clear that It is the responsibility of the School



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to provide a broad and balanced curriculum for all pupils, and the teacher's responsibility is to minimise any obstacles to effective learning and plan for all children to participate in the curriculum and achieve the best that they can.

### 7 Underpinning Principles

7.1 The NC sets out three key principles that support Equal Opportunities are met:

- setting suitable learning challenges

Teachers need to have high expectations and should plan lessons and teaching in a way that takes into consideration the abilities and needs of the class. Differentiation and targeted work for individual children will be a feature.

- responding to pupils' diverse learning needs

Teachers must know the children well and focus upon what it is that they can do. Some children will need extra support if they are struggling with their learning whilst others might need to have extension activities. Differentiation is essential to support children's learning.

This might take the form of differentiated input from the teacher, differentiated tasks set for the children, use of a variety of resources to support children's needs, support from others in the class – including other children or different expectations in terms of outcome.

- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

To overcome potential barriers, teachers have to take into consideration the specific needs of children and how these might affect children's approaches to learning (including disability or medical needs, physical or emotional difficulty, SEN, EAL, race and ethnicity).

7.2 At St Andrew's we have a separate Race Equality Policy that sits alongside our other Policies on Equality of Opportunity, Disability Equality and Anti-bullying Policy.

7.3 We will take steps to remove any barriers that disadvantage pupils who have a particular protected characteristic and encourage them to participate fully in all our activities, whether in the classroom or in the wider curriculum.



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7.4 The spirit and content of this Policy is strengthened by its relationship with the accompanying Policies of the School (Equality Policy, Admissions Policy, Anti-bullying Policy and Dignity at Work Policy) all framed within our Christian ethos.

### 8 Procedures

8.1 The School welcomes applications for pupil admission, for staff employment and in order to serve on the Governing Body from all eligible persons irrespective of any protected characteristic or none.

8.2 Circular 10/99 Social Inclusion: Pupil Support document encourages Schools and other settings to be aware of the discriminatory effects of stereotyping and implementing “colour blind” Policies as these can lead to persistent inequalities. At St Andrew's we constantly challenge our own practice to ensure that we meet our duty.

8.3 We will publish attainment data each year to show how pupils with different characteristics are performing and analyse the data in order to inform strategic decisions to identify strengths and areas for improvement.

8.4 At St Andrews all new staff will receive training on the Equality Act 2010 as part of their induction and all staff will receive refresher training on a regular basis.

8.5 At St Andrews we will always considers the impact of significant decisions on particular groups (eg. when planning a school trip or activity is being planned, we will consider whether the trip is accessible to pupils with disabilities, cuts across any religious holidays and there are equivalent facilities and opportunities for girls and boys.

8.6 **All staff** will:

- work positively to encourage all pupils to engage in the life of the School
- ensure that all children treat peers with respect
- ensure all children treat adults with protected characteristics with respect
- challenge any name calling or behaviour that is not respectful



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- record accurately the names of pupils and pronounce them correctly and ensure pupils accept and respect names from other cultures
- be aware of what children bring to their learning - from home and prior experiences and ensure that children from different cultures, with different worldviews, have full access to the Curriculum
- ensure that pupil's cultures are reflected in the classroom environment and celebrates diversity
- ensure no child is inhibited in their learning because of gender, disability or ethnicity
- take advice from the Inclusion Leader regarding diversity
- ensure their teaching is inclusive and motivational for all pupils
- provide appropriate resources to meet the diverse needs of pupil
- set SMART targets and use assessment to progress learning
- use differentiated approaches as appropriate (by outcome, task, resource or support)
- introduce children to literature from a range of cultures
- ensure the classroom display provides a positive image of different world views and backgrounds
- ensure the classroom displays provide images that are non-stereotypical
- undertake training regarding Equality Law and good practice as directed
- role model good conduct regarding Equal Opportunity

### 8.7 The **School Leadership** will:

#### *Headteacher*

- Ensure the access to the premises and the Curriculum is fit for purpose, meeting the obligations of Equality of Opportunity
- Promote the equality objectives amongst staff and pupils and ensure they are understood
- Monitor the success in achieving the equality objectives and report back to Governors
- Act as a visible good role model by treating all pupils, parents/carers, staff, Governors and Visitors to the School with respect in line with our School values
- Ensure there are Fair Admissions for pupils
- Ensure all recruitment processes are fair and ensure candidates for employment are assessed on their abilities, qualifications and experience against the objective criteria developed for that post



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- Ensure the School environment portrays diversity and people with protected characteristics in a positive light
- Lead on recognising linguistic diversity is positive and ensure pupils and staff feel that their first/home language is valued
- Challenge all forms of discrimination (eg. racist symbols, symbols and insignia on clothing or equipment are banned, racist 'jokes' or graffiti, sexist behaviours)
- Provide a programme of staff development to meet the needs of pupils with diverse needs
- Support staff and make them aware of possible cultural assumptions in teaching
- Ensure staff have undertaken Safeguarding and Prevent training
- Lead on ensuring parents/carers are aware of the School's commitment to Equal Opportunities
- Ensure pupils, staff, parents/carers and Governors all understand this Policy and its implications
- Monitor and evaluate this Policy and update the equality information the School publishes annually

### *Governance*

- Work with the Headteacher to ensure that the School meets its responsibilities to ensure Equality of Opportunity
- Monitor the Admissions Policy to ensure gender, colour or race is not used as a criteria for refusing Admission
- Ensure that the equality information and objectives as set out in this Policy are published and communicated throughout the School community
- Delegate the responsibility for monitoring the achievement of the Equality Objectives on a daily basis to the Headteacher and offer challenge where there is evidence of underachievement of specific groups
- Ensure the School meets its obligation under Equality Act 2010 for dealing with racial harassment or any harassment of those with protected characteristics
- Adhere to Employment legislation and best practice in Equalities when participating in any recruitment process or Governors' Panel





## 9 Sources of further information and support

The Equality Act and Schools – DfE

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

Valuing All God's Children – C Of E

<https://www.churchofengland.org/sites/default/files/2019-06/VAGC%20survey%20two%20sided%20summary.pdf>

Inclusive education in the UK – no discrimination on grounds of gender - CSIE

<http://www.csie.org.uk/inclusion/gender-discrimination.shtml>

Inspecting teaching of protected characteristics in Schools - OfSTED

<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools>

Primary Education Resources – Equality and Human Rights Commission

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/primary-education-resources>



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