



Policy Header

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"Growing together at the heart of God's community"





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Equal Opportunities Policy & Plan

School values central to life in our community

At Glazebury CE Primary our core values of **Love and Wisdom** are at the centre of all that we do and all that we are. We feel that the values of friendship, truthfulness, hope, peace, creation, trust, compassion, justice, humility and forgiveness are fundamental to the growth of all.

Love never fails, 1 Corinthians 8:13

For the Lord gives wisdom : from his mouth comes knowledge and understanding. Proverbs 2:6

Intent:

The HEART of our Curriculum:

H – Helping children prepare for life, growing with God.

E – Embracing Christian Values.

A - Achievement for all.

R - Reading at the heart of our school

T – Teaching a knowledge rich curriculum.

Glazebury CE Primary School is an inclusive school. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background. Working in partnership with parents, we provide a happy, stimulating environment rooted in Christian values. All are cared for and nurtured spiritually, morally, intellectually, physically, socially and emotionally.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Glazebury CE Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Implementation:

Mainstreaming equality into policy and practice

The school operates equality of opportunity in its day to day practice in the following ways.



Teaching and learning

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of children;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all children when planning for future learning and setting challenging targets;
- Ensure equality of access for all children and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;

*Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;

- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our children.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are committed to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:



- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
 - Senior Leadership Team support to ensure equality of opportunity for all

Roles and Responsibilities

The Role of Governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

- The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Head Teacher

- It is the Head Teacher's role to implement the school's equal opportunities policy supported by the governing body in doing so.
- It is the Head Teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Head Teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.



Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of the Equal Opportunities Policy. The governing body does this by:

- Monitoring the progress of children of minority groups and comparing it to the progress made by other pupils in the school
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against
- Requiring the Head Teacher to report to governors on an annual basis on the effectiveness of this policy.
- *Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or children
- Monitoring the school behaviour and exclusions policy, so those children from minority groups are not unfairly treated.

Impact: H.E.A.R.T.

What we want to have achieved:

This policy and its intentions will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision / requirement to ensure full access to all.