

Equal Opportunities Policy

St. Lawrence CE (VA) Primary
School

With
Little Lawrences and Larks 'n' Owls.

Napton

*A happy church school that nurtures the unique talents of
individuals and brings them together so that 'they will soar on
wings like eagles' (Isaiah 40:31)*

Revised
September 2019

School statement on equality

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

1. Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Guiding principles

Our approach to equality is based on the following key principle:

Quite simply: it is the aim of the school, to provide an environment where every individual - child or adult - is valued and treated equally. This is in tune with our vision for our school: That we are - a happy, church school that nurtures the unique talents of individuals and brings them together so that 'they will soar on wings like eagles' (Isaiah 40:31)

3. Development of the policy

This policy has been very much based on the principle of Valuing all God's Children with input invited from all parts of the school community including the governors. This aims of this policy has been widely shared including with the children, parents and the wider community via the school website.

4. Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- SMSC and PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Behaviour, discipline and exclusions
- Anti-Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians

- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

5. Our actions

To eliminate discrimination, harassment and victimisation

We meet our legal duty and live out our guiding principles listed by:

- Opposing prejudice and prejudice related bullying, taking account of equality with regards to the way the school provides facilities and services, taking account of equality with regards to attendance policies, actively promoting equality and diversity and creating an environment of dignity and respect.

To advance equality of opportunity between different groups

We meet our legal duty and live out our guiding principles listed above by:

- Being alert to the potential impact of any negative, prejudicial language or behaviour on particular pupils and groups of pupils. This philosophy is extended to staff in school.
- By making reasonable adjustments to avoid disadvantaging disabled pupils and staff.

To foster good relations

We meet our legal duty and live out our guiding principles listed above by:

- Prepare pupils to live well together, respect diversity and equality, challenge discrimination and prejudice and listen to and treat others with dignity and respect.

Other ways we address equality issues

- Maintaining records of training relating to equalities, inclusion, curriculum development and related policies.
- Referencing the importance of equality in school worship and RE by acknowledging and celebrating the love of God of all individuals, PSHE, through implementation of policies and through staff discussions.
- The following is also in place to promote an ethos of equality:

- **Classroom Organisation**

Teachers organise children according to activities. They may be placed in friendship or ability groups or participate in whole class activities and discussions. Every child's contribution is valued.

- **Sporting activities**

Children are encouraged to participate in all activities, including participation in tournaments.

- **School Meals and Visits**

Children of families entitled to school meals sometimes take advantage of this provision but there are several who are entitled who do not, for their own personal reasons, take up this option.

Where an educational visit is arranged, and a voluntary contribution is requested, children whose parents are unable to make a contribution for whatever reason, will not be excluded from the visit. All families receive a standard letter outlining details of any educational visit. In the case of more expensive residential visits, all parents will be given details of payment options.

- **Playground Activities**

The children engage in mixed activities, select their own friends, boys and girls from any age group. Disputes are dealt with by discussion with the parties involved and any serious issues are raised by circle time and PSHE (Personal, Social & Health Education) sessions, when every child (if they will) can express an opinion or air a grievance.

6. Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy is available on our school website.

7. Roles and responsibilities

- The governing body – to oversee that policies are implemented and follow up concerns in lines with the Complaints Policy as is required.
- The head teacher and senior leadership team – to set the ethos to the wider school community, ensure that policies are both updated and implemented and to monitor and report any concerns or issues that may arise.
- Teaching and support staff – to communicate and explain to children through appropriate teaching as outlined in the curriculum and through policies the importance of all of God’s Children and the right for all to be treated with a true sense of equality in the eyes of God. They are expected to deliver the agreed curriculum.
- Pupils – to listen to and respect the rights of all to be treated with equality even if not everyone agrees with each other.
- Parents and carers – to support the ethos of the school by their own actions and support of school policies.
- Visitors – to respect and support the ethos of the school in accordance with the guidelines that they have signed up to.

8. Staff development and training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

9. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

10. Monitoring and evaluation

The head teacher is expected to report to governors any issues with regard to equality. In addition, governors are regularly in school (talking especially, but not exclusively to staff, children) so as to create a clear picture of the ethos that is present in the school. They have a duty to challenge the head teacher where they suspect there are breaches of policy.

Date of Last review:

Head teacher signed: _____

Date: _____

Chair of governors signed: _____

Date: _____