



## **Equal Opportunities Policy - linked with accessibility plan.**

### **1 Introduction**

1.1 This policy is intended to help to ensure that this school promotes the individuality of everyone in the school community, irrespective of protected characteristics, background and attainment. Everybody at St. Saviour's is valued and encouraged to reach their full potential. We are committed to giving everyone every opportunity to achieve the highest of standards. We do this by taking account of visitors, staff and pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of everyone in our school community matter.

1.2 This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving 'due regard' to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

### **2 Aims and objectives**

In our school community we will:

2.1 Not discriminate against anyone.

- \* Our curriculum and values reflect the attitudes that we have for others.
- \* Some members of our school community may have disabilities. We are committed to meeting the needs of everyone. All reasonable steps are taken to ensure that visitors, staff and children are not disadvantaged compared with non-disabled people.
- \* The school is committed to providing an environment that allows disabled children full access to all areas of learning.
- \* Teachers modify teaching and learning using 'reasonable adjustments'. 2

- \* We value everyone in the school community, celebrating the individuality and cultural diversity of the community centred on our school.
- \* We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.
- \* We also seek to ensure that policies designed to improve the attainment of different groups do not do so at the expense of others.

#### 2.2 Strive to eliminate all forms of discrimination, harassment and victimisation

- \* We do not tolerate any forms of discrimination, harassment or victimisation. Should an incident occur, we will deal with it in accordance with school procedures.

#### 2.3 Challenge personal prejudice and stereotypical views whenever they occur.

#### 2.4 Constantly strive to remove any forms of indirect discrimination that may form barriers.

#### 2.5 Promote equality of opportunity

- \*We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- \*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 ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

#### 2.6 Promote good relationships between everyone

- \*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 members of the community differently.

#### 2.7 We endeavour to make our school welcoming.

- \* All visitors, staff and children are made to feel valued and shown respect. 3

### **3 The role of governors**

3.1 In this policy statement, the governing board 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.

3.2 The governing board collects, analyses and evaluates a range of school data. They check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, they monitor:

Admissions;  
Attainment;  
Exclusions;  
Behaviour patterns;  
Parents' and pupils' questionnaires.

3.3 The governing board seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our school.

3.4 The governors welcome all applications to join the school.

3.5 The governing board ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. 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.

### **4 The role of the Principal**

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

4.2 It is the Principal'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.

4.3 The Principal ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

4.4 The Principal promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

4.5 The Principal promotes respect for other people in all aspects of school life.

4.6 The Principal views all incidents of discrimination, harassment and victimisation, with due concern.

### **5 The role of staff**

5.1 Staff recognise their own prejudices, but strive to ensure that all pupils are treated fairly and with respect.

5.2 When selecting classroom material, teachers provide resources which give positive images, and which challenge stereotypical images of minority groups.

5.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.

5.4 All our staff challenge any incidents of discrimination, harassment or victimisation. We record any incidents in the school log book and draw them to the immediate attention of the Principal.

## **6 Monitoring and review**

6.1 It is the responsibility of our governing board to monitor the effectiveness of this policy.

The governors will therefore:

Monitor the progress of pupils from protected groups, comparing it with the progress made by other pupils in the school;

Monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;

Require the Principal to report to governors annually on the effectiveness of this policy;

Take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;

Monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from protected groups are not unfairly treated.

This policy will be reviewed by the governing board every two years, or earlier if it is considered necessary.

**Date of review:** September 2020