



## Equal Opportunities Policy

Our aim is to provide an enriched and secure learning environment in which every child can achieve their full potential across all areas of school life: academic, creative, sporting and social.

### **Related Policies/Documents:**

Anti-Bullying Policy  
Charging and Remissions Policy  
Curriculum Policy  
Disability Equality Policy and Accessibility Plan  
Gifted and Talented Policy  
Health and Safety Policy and Risk Assessments  
Teaching and Learning Policy  
Special Educational Needs and Disabilities Policy

### **Introduction**

This policy statement outlines the commitment of the staff and Governors of Woodside School to ensure that equality of opportunity is available to all members of the school community. These include: Pupils, Teaching staff, Support staff, Parents, Governors, Visitors to the school, Students on placement and volunteers.

The Equality Act 2010 protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief sex and sexual orientation.

The DfE's departmental advice for school leaders, school staff, governing bodies and local authorities, '**The Equality Act 2010 and Schools**' is attached, forming and informing this school's policy.

Equal opportunities permeate all aspects of school life and are the responsibility of every member of the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the Head Teacher

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of: ethnicity, gender, social background, ability, disability, belief, age, marital status, nationality/citizenship, sexual orientation.

**Definition:** In the context of the school we feel the most appropriate definition is:

Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are.

### **Ethos and Atmosphere**

- At Woodside School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- The school promotes an ethos of honesty and openness.
- The children are encouraged to greet visitors to the school with friendliness and respect.

- ❑ The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
- ❑ Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

### **Learning Environment**

- ❑ There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- ❑ Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- ❑ The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- ❑ The school places a high priority on the provision for each child's educational needs including those with special educational needs. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- ❑ The school provide an environment in which all pupils have equal access to all facilities and resources.
- ❑ All pupils are actively involved in their own learning.
- ❑ A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

### **The taught curriculum**

- ❑ At Woodside School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum.
- ❑ Our planning takes account of the differing needs of pupils and their progression.

### **Resources and Materials**

The provision of good quality resources and materials within Woodside School is a high priority. These resources should:

- reflect the world as an ethnically and culturally diverse society
- reflect a variety of viewpoints
- show positive images of males and females in society including those with disabilities
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist or sexist materials.

### **Language**

We recognise that it is important at Woodside School that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals eg Inuit rather than Eskimo, Native Americans rather than Red Indians.

### **Organisation of Learning**

At Woodside School our catchment area is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures. To improve this, we developed a link with a Kenyan school; teach the children about Kenya; deliver assemblies to broaden understanding of other cultures and global issues; invite children and parents who have travelled to other countries and culture to talk to classes and show photographs; organise trips to Gloucester mosque and Cathedral; ensure a broad and rich curriculum through our topics and planning.

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity. We do this by providing equal access to all activities from an early age eg mixed football, tag rugby and netball teams etc.

### **Provision for Bilingual pupils**

We undertake at Woodside school to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- Traveller children
- those from refugee families
- pupils whose home language is not a standard form of English
- pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in English we believe that their home language should be celebrated and respected.

### **Staffing and Staff Development**

We are bound by the legal requirements of the Sex Discrimination Act 1975 and the Race Relations Act 1976, the Disability Discrimination Act 1995 and guided by the Gloucestershire Policy on Equal Opportunities in Employment.

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff at both key stages. We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

## Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour eg

- unwanted attentions (verbal or physical)
- unwelcome or offensive remarks or suggestions about another person's appearance or character.

The school has a clear, agreed procedure for dealing with incidents such as these (see Behaviour Policy, Anti-Bullying Policy and also Gloucestershire's document on Racial Harassment in Education – Good Practice Guide for Schools). Children are taught to be alert to the different forms of bullying and what to do if they experience it.

## Parents and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to other cultural groups within our immediate community and beyond.

## Monitoring and Review

The person on the staff responsible for co-ordinating the monitoring and evaluation of the policy is the Head Teacher who will be responsible for working closely with the Governors responsible for this area. The Head Teacher and Governors will monitor the following to determine whether there are any emerging patterns which need to be addressed:

- assessment results
- participation in extra-curricular activities
- exclusions and truancy
- continuous assessment of children's learning
- racist and sexist incidents
- results from screening for specific learning needs
- attendance.

## Equality Statement

The school recognises that it has to make special efforts to ensure that all groups prosper, including those:

- with special educational needs;
- who have difficulties accessing the school;
- who speak English as an additional language;
- who have frequent moves and/or lack stability leading to time out of school (e.g. children in care);
- who as children are caring for others;
- who come from homes with low income and/or inadequate home study space;
- who experience bullying, harassment or social exclusion;
- with low parental support or different parent expectations;
- with emotional, mental and physical well being needs;
- who exhibit challenging behaviour;
- who come from ethnic minority groups including travellers, refugees and asylum seekers.

Date this policy was adopted \_\_\_\_\_

Signed by Chair of Curriculum and Standards Committee \_\_\_\_\_

Review date \_\_\_\_\_

Equality Act 2010, Section 149 is up to date with all changes known to be in force on or before 02 March 2018. There are changes that may be brought into force at a future date. Changes that have been made appear in the content and are referenced with annotations.

### **149 Public sector equality duty**

(1) A public authority must, in the exercise of its functions, have due regard to the need to—

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

(b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;

(c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) tackle prejudice, and

(b) promote understanding.

(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(7) The relevant protected characteristics are—

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

(8)A reference to conduct that is prohibited by or under this Act includes a reference to—

(a)a breach of an equality clause or rule;

(b)a breach of a non-discrimination rule.

(9)Schedule 18 (exceptions) has effect.