



Sixpenny Handley First School and Nursery

EQUAL OPPORTUNITIES POLICY

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy we will fulfil our public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, local governors, trustees in addition to visitors to our school.

Legal framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

disability;
ethnicity (including Gypsy and Traveller groups); gender;
gender identity and transgender;
faith, religion and belief;
marriage and civil partnership;
sexual orientation (homophobia);
pregnancy and maternity;
age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Our school will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties. Employees of the school acting on behalf of the Trust and local governors are also liable for their own discriminatory actions.

Our school is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish relevant information on the school's website:

1. (i) Equality Information by 31 December 2011 (for schools with more than 150 employees **)
2. (ii) our Equality Objectives from 6 April 2012 and to monitor, and report upon these annually.

Equality of opportunity is concerned with justice for all, raising expectations, and enabling each individual to fulfil his or her potential. Equal opportunities means freedom from discrimination on the grounds of race, language, gender, class, lifestyle, cultural background, age, sexual orientation or disability.

AIMS

In our school we shall aim to:

- value every individual who comes through the door
- nurture a mutual respect for all and encourage a positive attitude towards all members of society
- develop in pupils and staff a commitment against racism, sexism, class distinction, ageism and discrimination on the grounds of disability or special needs
- avoid stereotyping of any kind

PUTTING OUR AIMS INTO PRACTICE

We will strive to organise our school in such a way that the learning environment upholds our belief of equal opportunity. We will try to ensure that:

- positive visual images are given for people of both sexes and ethnic groups, with or without disabilities
- Collective Worship themes, topics and displays which draw on a wide range of sources are included
- literature and multi-media which reflect the variety of people, homes and families are provided
- songs, rhymes, music and musical instruments from a wide range of cultures are experienced
- resources for imaginative play which allow children to explore a range of roles are available, including those of the other sex and cultures
- activity areas are arranged in a way which do not restrict access for children or adults with disabilities
- we attempt to pronounce people's names correctly. The decision to use a nickname is the prerogative of the nicknamed
- racist language is categorically rejected
- attention is paid to spelling names correctly at all times
- that bi-lingualism is seen as an asset
- value the Traveller culture and lifestyle
- we do not regard lack of fluency in English as an indication of poor potential

- assumptions are not made about a child's potential based on home circumstances or social class
- no pupil will be excluded from receiving the curriculum or privileges on the basis of gender
- that staff, parents and pupils understand that all pupils should display equally high standards of behaviour regardless of gender or culture.
- that the behaviour of any one child does not prevent other children from accessing and enjoying our learning environment
- that we give our time fairly to each child, ensuring that the undemanding child is not overlooked
- that children with special needs will not be removed from assemblies more than is absolutely necessary
- that children with physical disabilities must have access to all tools and instruments and given appropriate support
- We will continue to strive to improve the opportunities for all.
- Discrimination is not tolerated.
- that all policies will reflect the equal opportunity aspect within them.

We will encourage parent/carer involvement regardless of gender and background in all aspects of school life.

We ensure the school's recruitment and selection procedures are based on good equal opportunities practice.

We regularly review the professional development of all staff within the school.

We recognise the importance of positive role models, both in terms of gender and ethnic origin.

We recognise every member of our team, regardless of role, is of equal importance.

Success Criteria

This policy's aims and practices should be seen across the curriculum and in every facet of school life.

We have reviewed this policy in line with the single equality eight strands: race/ethnicity; gender; religion/faith/belief; sexual orientation; transgender; age; and rural isolation/ exclusion/deprivation