



# **Equality and Equal Opportunities Policy**



## 1. INTRODUCTION

- 1.1 Equal opportunities is about rights, fairness and justice; it is about ensuring that talents and abilities are recognised and developed; it is about ensuring that this school is fully responsive to all individuals and groups within its community; and finally, it is about complying with the law.

## 2. QUALITY AND EQUALITY OBJECTIVES FOR EQUAL OPPORTUNITIES

- 2.1 To promote equality of opportunity for all with respect to gender, ethnic origin, age, social class, ability and disability.
- 2.2 To prepare all young people for life in a multi-cultural, multi-lingual, multi-faith society in Britain, Europe and the world.
- 2.3 To ensure that the needs of the pupils with disabilities, learning difficulties or social disadvantage are fully addressed.
- 2.4 To respond positively to the needs of pupils and parents from ethnic minority groups.
- 2.5 To eliminate racism, sexism and any discriminatory practices and reduce prejudice as much as possible.
- 2.6 To promote positive attitudes towards the richness provided by individual diversity and cultural variety.

**The board of governors and staff of Coughton C of E Primary School wholly endorse these objectives and are determined through their actions that the ethos and practice in the school will promote them.**

## 3. EQUALITY- AIMS AND VALUES

- 3.1 At Coughton C of E Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards
- 3.2 We want all our children to: -
- Experience a broad and balanced curriculum
  - Develop lively enquiring minds and a love of learning
  - Have high self-esteem
  - Work with independence and become responsible for their own learning
  - Value and care for others
  - Be successful
  - Have their achievements celebrated
  - Feel safe
  - Become good citizens
  - Become proud and positive contributors to the local, national and international community
  - Care for the environment
  - Be self-disciplined and courteous

- 3.3 We want all staff to: -
- Continue raising standards of teaching and learning
  - Develop professionally
  - Feel valued and supported
  - Be successful
  - Have job satisfaction
  - Enjoy a healthy work-life balance
- 3.4 We want all parents and carers to: -
- Feel welcomed in school
  - Work in partnership with teachers
  - Be well informed by clear communications
- 3.5 We want governors to: -
- Work as friends and partners of the school
  - Know the school and staff well
  - Offer constructive advice and be supportive
  - Promote the school in the wider community
- 3.6 We want the wider community to: -
- Develop good relations with our school
  - Broaden our horizons
- 3.7 ***We aim to encourage a love of learning and thereby make every day a rewarding experience for children and staff.***
- 3.8 We aim to help children: -
- to develop lively, enquiring minds with the ability to question and argue rationally;
  - to acquire knowledge, skills and understanding;
  - to learn how to be a learner;
  - to use language and numbers with confidence and enthusiasm;
  - to develop respect for religious and moral values and tolerance towards ways of life which differ from their own;
  - to understand the world in which they live and the interdependence of individuals, groups and nations;
  - to respect and care for other people and the environment;
  - to grow in aesthetic awareness and make best use of opportunities for their creativity and imagination;
  - to develop agility and physical co-ordination and the ability to express themselves through movement;
  - to develop habits of self-discipline, acceptable behaviour, courtesy and good manners.
- 3.9 We guide each child towards maximising their potential: -
- through the provision of high quality education and resources;
  - through encouragement and high expectation;
  - by developing self-esteem and fostering self-confidence;
  - by providing a happy and safe environment in which s/he may work confidently;
  - by ensuring progression through the setting of appropriate goals;
  - by preparing him/her for future education and a fulfilling life.

- 3.10 These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. The school will take steps to: -
- promote equality of opportunity and access
  - promote racial equality and good race relations
  - oppose all forms of prejudice and negative discrimination
  - ensure pupils with a disability have access to the school buildings and to the curriculum.

#### 4. RACE EQUALITY

- 4.1 The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000 and this is reflected in the policy statements above. To meet the specific duties of the RRAA 2000 we will: -
- ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable
  - respect and value differences between people
  - prepare pupils for life in a diverse society
  - make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued
  - promote good relations between different racial and cultural groups within the school and within the wider community
  - ensure that an inclusive ethos is established and maintained
  - acknowledge the existence of racism and take steps to prevent it
  - oppose all forms of racism, racial prejudice and racial harassment
  - be proactive in tackling and eliminating unlawful discrimination.

#### 5. DISABILITY EQUALITY

- 5.1 The aim of our school is to ensure that wherever possible disabled people have the same opportunities as non-disabled people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability.
- 5.2 Appropriate measures will be taken to ensure that statutory duties are met: -
- not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- 5.3 In addition, steps will be taken to ensure that employees and those working with Warwickshire Local Authority: -
- support the governing body in meeting their duties
  - do not act in such a way that renders the governing body liable to a claim of discrimination
- 5.4 Staff and those working with Warwickshire Local Authority are made aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for schools.

- 5.5 There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.
- 5.6 Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration, including: -
- the need to maintain academic, musical, sporting and other standards
  - the financial resources available
  - the cost of taking a particular step
  - the extent it is practicable to take a particular step
  - health and safety requirements
  - the interest of other pupils.
- 5.7 The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.
- 5.8 We recognise that the duty to make reasonable adjustments for disabled pupils is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include: -
- ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance
  - reviewing staffing arrangements to ensure that the school is in a position to administer medication if required in exceptional circumstances
  - ensuring there are special arrangements in place for disabled pupils who are taking examinations
  - ensuring our policies and procedures for bullying cover issues of disability
  - working closely with parents and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them
  - ensuring that staff are briefed on the Disability Code of Practice for schools issued by the Disability Rights Commission
- 5.9 We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include: -
- creating an ethos and culture which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability
  - asking parents during the admissions process about the existence of any disability
  - providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
  - monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.
- 5.10 Our school believes that improving access to education and educational achievement by disabled pupils: -
- ensures equality of opportunity
  - encourages full participation in society

- improves the likelihood of independent living and economic self-sufficiency in the future.

5.11 We believe that disabled people should be valued for what they can do rather than labelled for what they cannot. Therefore: -

- In liaison with Integrated Disability Services (IDS) we improve the accessibility of the physical environment within the resources available in response to needs arising.
- We identify and monitor the performance of different groups of pupils: boys/girls, minority ethnic groups, SEND pupils, Looked After pupils, pupils with EAL, pupils with chronic medical conditions.
- Assessment procedures take into account the SEN Code of Practice (2001), the needs of EAL pupils and the needs of minority ethnic pupils.
- We have procedures for involving all parents and carers in their children's learning and we monitor this involvement and the outcomes.
- Educational inclusion is an integral part of the school development programmes, continuous professional development and governors meetings.

## 6. GENDER EQUALITY

6.1 The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environmental, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls.

## 7. ROLES AND RESPONSIBILITIES

7.1 All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

7.2 Our Governors are responsible for: -

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed

7.3 The Headteacher is responsible for: -

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

7.4 All our staff are responsible for: -

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic

or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances

- Taking training and learning opportunities

- 7.5 Responsibility for overseeing equality practices in the school is as follows: -
- Co-ordinating and monitoring work on equality issues (Headteacher and SLT)
  - Dealing with and monitoring reports of harassment, including racist and homophobic incidents (Headteacher and SLT)
  - Monitoring the progress and attainment of vulnerable groups of pupils, e.g. Black and ethnic minority pupils, including Gypsies and Travellers (SENCO)
  - Monitoring exclusions (Headteacher)

## **8. ADMISSIONS**

- 8.1 The Board's Admissions policy does not permit sex, race, colour or disability to be used as criteria for admission.

## **9. EMPLOYMENT**

- 9.1 The Board recognise their responsibilities and duty to work within existing employment legislation. In addition, the Board is pleased to adopt Warwickshire County Council's statement on Equal Opportunities in Employment and to consider advice and guidance given from time to time.
- 9.2 In all staff appointments the best candidate will be appointed based on strict professional criteria. Parents should be aware of the school's commitment to equal opportunities.

## **10. REGISTRATION**

- 10.1 Pupils' names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.

## **11. DISCRIMINATION**

- 11.1 All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable.
- 11.2 Racist symbols, badges and insignia on clothing and equipment are forbidden in school.
- 11.3 Staff should be aware of possible cultural assumptions and bias within their own attitudes.

## **12. THE CURRICULUM AND RESOURCES**

- 12.1 The National Curriculum is designed to provide a broad and balanced curriculum

which promotes the spiritual, moral, cultural and social development of pupils.

- 12.2 To ensure that all children have equal access to the National Curriculum the staff undertake to provide appropriate differentiation to meet individual needs. This includes not only those children who may experience difficulties but also those who may demonstrate exceptional capabilities and talent.
- 12.3 Educational materials and resources (books and pictures especially) will be screened to ensure they provide a balance in terms of gender and culture. Positive steps will be taken to eliminate outdated and stereotyped materials with racial or sexual bias.