

# Old Dalby Church of England

## Primary School



### Equality of Opportunity

#### Policy

Status	Adopted
Formulated by	L.A. Model
Reviewed	September 2017
To be reviewed	September 2018

**OLD DALBY CE PRIMARY SCHOOL EQUALITY OF OPPORTUNITY  
(Inc Race, Gender, Disability and Discrimination Action Plan).  
This policy is also cross referenced  
to our Teaching and Learning/SEN and G+T Policies**

Old Dalby CE Primary School School is opposed to all forms of prejudice and discrimination and it is the school's responsibility to follow up any reported incidents immediately and with great sensitivity – all incidents will be reported to the governing body where appropriate.

Discrimination is unlawful and can be identified as direct/indirect discrimination, harassment, segregation and victimisation.

Victimisation is unlawful and occurs where a person is treated less favourably than others would be in the same circumstances.

The school promotes positive behaviour and will not tolerate language that is racist, sexist, homophobic or potentially damaging to a minority group or individual with a physical disability or specific need, educational or otherwise.

The Head Teacher is the named senior member of staff responsible for equal opportunities.

Direct discrimination occurs when a person or group is treated less favourably than others, or would be treated in the same or similar circumstances. Where an individual or group present a particular need "reasonable adjustments" must be made to accommodate that specific need. This is the duty of the school and its governing body.

Indirect discrimination involves the inclusion of a condition or a requirement which adversely affects applications from a large proportion of persons. Again "reasonable adjustments" must be made to avoid such discrimination.

Harassment is unwanted conduct that intentionally or unintentionally violates a person's dignity, or creates an intimidating, hostile, degrading or offensive working environment for them.

Segregation is unlawful and occurs when a person or group of people are kept separate from others on the basis of their particular race, sex or individual need.

Further clarification can be found in the Complaints Policy.

## **STAFFING – TEACHING AND NON-TEACHING**

- The Equal Opportunities Policy is part of the induction of all staff.
- All staff, including non-teacher and part-time staff, are given status and support.
- All staff are given access to in-service training and everyone is encouraged to share their knowledge and expertise.
- Equal opportunities issues are included in staff training.
- Recruitment and selection procedures are fair and equal, with Head and Chair trained in safe recruitment

The following procedures are adhered to when making appointments:-

- The stated requirements and duties of the post are clearly defined.
- There are fair and justifiable criteria for selection.
- Where posts are advertised they take into account the School's Equal Opportunities Policy.
- Applicants, where appropriate, are expected to apply in writing.
- Application forms and written details are treated in confidence.
- The School's short listing and interview procedures are followed.
- All applicants are informed of the outcome of the interview.

All staff are expected to support the School's Equal Opportunities Policy. Failure to do so may result in disciplinary procedures.

## **ADMISSIONS, ATTENDANCE AND EXCLUSION**

Admissions, exclusions and attendance are monitored by gender, ethnicity, special educational needs, disability and background. Reference Admissions Policy.

## **CURRICULUM PLANNING**

Each area of the curriculum is planned to incorporate the principles of equality. Informal events are also planned to be inclusive and are used as an opportunity to highlight the contributions made by minority or marginalized groups.

## **TEACHING AND NON-TEACHING**

Teachers are responsible for ensuring that:-

- The learning environment is inclusive with resources and displays which promote Cultural diversity and challenge stereotypes.
- Contributions from all children are valued be they by ethnic, cultural, linguistic or historical attachment.
- Positive steps are taken where groups or individuals are marginalized or seen as vulnerable or underperforming.

The following questions are helpful when evaluating classroom practice: -

- How are shy, withdrawn children enabled to participate?
- Is there genuine co-operation and collaboration when in mixed groups?
- Who takes the lead in mixed groups/whole class activities?
- How are children with special needs enabled to participate?
- Are the cultural and life experiences of the children valued equally?
- How is equal access to all aspects of the curriculum managed?
- Is there awareness of equal opportunities when organising teaching and learning?
- Are all children given opportunities to assume responsibilities?

## **ATTAINMENT AND PROGRESS**

Pupil achievement, attainment and progress is monitored by formal and informal procedures and analysed by gender, ethnicity, background and specific need. Any pattern of underachievement of a particular group is addressed through targeted curriculum planning and support. This policy is therefore cross-referenced to our Teaching and Learning / SEN and G+T policies.

## **PROCEDURE FOR MANAGING CASES OF PREJUDICE AND DISCRIMINATION**

All forms of harassment and discrimination, including racism, sexism and homophobia are recorded on the appropriate form and given to the Head Teacher where they are stored centrally (Appendix 1 and a report is made to Governors.

This information is reported to the Full Governing Body by Head Teacher's Report.

Parents are informed if a form is completed and appropriate action is agreed. This will include some form of apology to the injured party and a promise that such behaviour will not be repeated.

In more extreme cases, children may be deprived of playtime or excluded as per the School's Behaviour Policy.

## **LETTINGS, CONTRACTORS AND PROCUREMENT**

All potential users of the school buildings have equal access. Lettings are subject to all formal checks and provision takes into account the safety and security of users in line with LA Letting procedures, policies and guidance. Contractors also have equal access to the site contractual work and are employed to carry out work in accordance with LA policy, procedures and guidance.

## **MONITORING**

The Governing Body has delegated its responsibility for monitoring the Equal Opportunities Policy to the School Development Committee. The Equality/Equal Opportunities Policy is to be reviewed as part of the Disability and Discrimination Action Plan.