

The Asfordby Hill School

Equal Opportunities POLICY

This Policy Links With:	
Grievance	
Anti Bullying	
Preventing radicalisation and extremism	
Code of Conduct	
Accessibility	
Equality and Diversity Policy	
Anti-bullying policy (pupils)	
SEND policy	
Admissions policy	
Accessibility plan	
Recommended:	
Statutory:	Y
Date Reviewed:	Summer 2025
Date of Next Review:	Summer 2028
Committee Responsible for Review:	QEHS
Date the QEHS agreed	

A. Aim

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. At Asfordby Hill Primary School, we believe that every member of our school community should have the opportunity to fulfil their potential regardless of background, identity or circumstances. As a school, we are committed to creating and maintaining a school community which recognises, accepts and embraces difference.

We see our first task as equipping pupils with an awareness of an increasingly diverse society and of presenting the world as it is and as we would like it to be. On such foundations, pupils will develop their own attitudes of a pluralistic society. Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

B. Scope

This policy encompasses the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race, colour, nationality or ethnicity
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

Asfordby Hill Primary School does not tolerate any form of harassment, bullying or discrimination (see the section on linked policies for related policies).

Our approach to equality is based on the following key principles

- All learners, staff, trustees, governors and volunteers are of equal value and shall be enabled to develop to their full potential
- We recognise, respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
 - We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
 - We aim to support social justice and social mobility preparing pupils for life in a diverse society.
 - We will provide training, guidance and information to enable all in school community to play their part in the implementation of this policy.

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, in relation to the school community to eliminate discrimination, advance equality and foster good relationships in relation to age (adults only), disability, race, gender (including transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (adults only).
- The Education & Inspections Act 2006 to promote community cohesion
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. This document also complies with our funding agreement and articles of association.

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

C. Statements of Principle

1. Discrimination on the basis of colour, culture, origin, gender, ability, circumstances or disability is unacceptable in this school.
2. Every pupil and teacher will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.

3. The primary objectives of this school will therefore be to educate, develop and prepare all our pupils, whatever their sex, colour, origin or ability, for life in Britain and positively challenge discrimination and prejudice.
4. An equal opportunities philosophy should be practised by all staff.
5. The school acknowledges the complexity of British society and recognises that it would be failing all our pupils if it did not prepare them for their integral part in society.
6. The school is committed to emphasising the common elements and values of our multiple culture rather than highlighting conflicting areas, but also recognising and reflecting upon differences.
7. The school is committed to promoting racial tolerance and defusing any underlying racial tensions within the school throughout the curriculum including, in particular, citizenship and teaching about British Values.
8. Equal opportunities practices should be evident in
 - a) the formal curriculum
 - b) the informal curriculum (extra-curricular activities)
 - c) the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc)

D. Practice

1. Admission

The school's Admission Policy does not permit sex, race, colour or disability to be used as criteria for admission. The school follows the LEA and Governing Body Admission Policies.

2. Registration

Pupil's names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

3. Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A careful note should be kept of such incidents, whether they take place in the playground or in the teaching areas. It should be made clear to offending individuals that such behaviour is unacceptable.

Pupils

If there are any incidents, the Head Teacher should be informed and consideration should be given to involving the parents. Racist symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti should be immediately removed.

Parents

Parents should be aware of the school's commitment to equal opportunities. The school is committed to close liaison with families at all times so that matters of concern can easily be shared should the need arise. The school expects that parents join them in a partnership support of multi-cultural education and in dealing with any situations of discrimination.

Staff

The school values diversity amongst the staff.

In all staff appointments, the school will endeavour to appoint the best candidate, based upon strict professional criteria and irrespective of sex, race, disability or marital status. Mechanisms are in place to evaluate and make changes as and when appropriate.

All staff should be aware of possible cultural assumptions and bias within their own attitudes.

In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff will need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned.

E. The Curriculum

All pupils should have equality of opportunity to access the school's curriculum.

Staff should be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum should be balanced, objective and sensitive, and should not highlight sexual and cultural diversity.

Achievement is monitored with respect to gender and ethnic minority.

F. Language

The school views linguistic diversity positively and staff should be aware of the language spoken by pupils and families. Staff should be conscious of any racist or sexist connotations in the language they themselves use.

G. Resources

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins.

Whenever possible, staff should endeavour to ensure that the resources used in presenting all curriculum areas e.g. wall displays and open evening presentations, are multi-cultural and non-sexist, containing positive images of all groups.

Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

H. Relationships

Relationships between staff, children and Governors should be such that any member of the school acting in a manner contrary to the spirit of this policy is made aware of the unacceptable nature of their behaviour. This should be done in a supportive manner to encourage change and reinforce the principles of this policy.