



Equal Opportunities and
Anti-Discrimination Policy

Academic Year 2018 – 20

Scope of policy: This policy applies to all members of Hob Green Primary School community. Our community is predominantly a white mixed gender school within a predominantly white British community.

The school aims to promote community cohesion by encouraging positive attitudes to:

- Race
- Disability
- Sex (Gender)
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

(Equality Act October 2010)

In addition this policy sets out the school's approach to the empowerment of individuals so that they can take the opportunities available irrespective of their race, disability, gender, beliefs, sexuality, gender or social background.

The ethos of the school will support the equality of opportunity and elimination of discrimination by countering stereotypes and prejudice, and by helping all students to understand and celebrate diversity within our school and society. This will engender a positive, calm and respectful teaching and learning environment.

Cross curricular dimensions of equal opportunities and multi-cultural education should be seen to permeate all aspects of the curriculum. This policy has been written to incorporate the following key legislative and policy guidance documents:

- Equality Act 2010
- Equality Act 2006
- Race Relations Act 1976, as amended
- Race Relations (Amendment) Act 2000
- Sex Discrimination Act 1975, as amended
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Disability Discrimination Act 1995, as amended
- Special Educational Needs and Disability Act 2001
- Disability Discrimination Act 2005
- Employment Equality (Sexual Orientation) Regulations 2003, as amended
- Employment Equality (Religion or Belief) Regulations 2003, as amended
- Employment Equality (Age) Regulations 2006
- Swann Report (Education for all – 1985)
- The McPherson Report (1999)

Defining discrimination

The school will endeavour to tackle discrimination through the curriculum, its ethos and directly wherever it emerges. Under the law, there are different categories of discrimination:

Direct discrimination: When a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

Indirect Discrimination: In essence occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question.

Victimisation: Treating a person less favourably because they have taken action in respect of discrimination

Harassment: Unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant seven characteristics outlined above.

What the law means for our school

Taken together, the collective effect of legislation relating to equality is that the school must not discriminate in the employment of staff on grounds of gender, transsexual status¹, race, disability, sexual orientation², religion or belief or age³. With regard to disability, schools must make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

The School must not discriminate against students seeking admission or with regard to how students are treated, on grounds of sex, race, disability, religion or belief. This includes discrimination in provision of teaching or allocating the student to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

¹ Including people who have expressed an intention to undergo or are undergoing or have completed process of gender reassignment.

²Discrimination on grounds of perceived as well as actual sexual orientation, and/or that of friends or associates of the person discriminated against is also unlawful.

³ In some cases, direct or indirect discrimination on grounds of age may be lawful if it can be shown to be objectively justified.

The Race Relations (amendment) Act 2000 that has the general requirements to:

- Eliminate unlawful racial discrimination.
- Promote equal opportunity and community cohesion.
- Promote good relations between people of different racial groups.

The School's Equal Opportunities policy is:

- to provide equality of opportunity for each student, enabling every individual to fulfil her or his potential and so have choice in life;
- to be sure there is no discrimination against people because of gender, racial origin, home and religious background, home language, disability, sexual orientation, age or appearance;
- to recognise and value differences amongst people;
- to discourage strongly the expression of any prejudice or discrimination;
- to have high expectations of all members of the School's community;
- to prepare students to take their place in a diverse society;
- to be sure that equal opportunity issues can be raised freely in school.

All aspects of the School's curriculum are expected to take this policy into account.

Guidelines

- All school staff have a responsibility to comply with this policy.
- All interactions within school and between the school and other agencies must be and be seen to be anti-discriminatory and anti-racist.
- Staff must maintain the highest expectations of their students irrespective of race, social background, gender or disability.
- The classroom climate should engender respect for all and promote cooperation.
- Any discriminatory comments should be challenged in a non-confrontational manner.
- The School Development Plan embodies the principle of achievement for all.
- All staff should question their own attitudes and possible prejudices remembering that they are role models to students who have a duty to promote race equality, community cohesion and an appreciation of diversity.
- Involvement with the wider community should promote equal opportunities education and equality for all.
- We should encourage applications for jobs from all members of the community and actual recruitment will be strictly on merit.
- Wherever possible, efforts will be made to identify and remove unnecessary/unjustified barriers and provide appropriate facilities and conditions of service to meet the special needs of the disadvantaged.
- We will actively pursue strategies that promote the inclusion of all students in the education process.
- Visitors and contractors working on site will be made aware of this policy wherever possible and contractors are required to commit to adhering to this policy during contract negotiations.
- The School's pastoral system upholds the principle that all members of the School's community have equal rights to be respected, and to have their individuality valued. Personal & Social Education programme explores ways of putting this into practice.
- 'Remember' positively encourages care and respect for other people, and emphasises the need to use language which is not discriminatory or offensive.
- Students are allocated to tutorial groups which as far as possible have a balance of gender, ability and aptitude.
- All students have equal access to all parts of the School's curriculum

- The curriculum and teaching are planned to meet the needs of individuals across a range of aptitude, culture and background.
- The School emphasises successful learning and development, and takes care to recognise and celebrate achievements of any kind.
- Positive efforts are made to ensure that as many students as possible are entered for public examinations.
- Work experience placements are arranged and vocational guidance is given in ways which seek to meet the individual needs and potential of students
- All students are encouraged to continue with education and training after the compulsory school leaving age.
- Students with special educational needs are supported in class, and some are withdrawn for specific help.
- Specialist local education authority staff are available to support students for whom English is a second language.
- Lifts, ramps and disabled toilets ensure that all areas of the curriculum are available to physically impaired students.
- Positive attempts are made to assist students disadvantaged by poverty.
- Efforts are made to ensure that children who suffer from ill health which leads to regular or lengthy absence from School are supported to maintain their studies through home/school links.
- The School's admissions policy does not discriminate against students on the grounds of ability or background.
- The School has developed systems to help parents/carers and teachers communicate effectively.
- If parent/carer feels that their child is being denied equality of opportunity, or discriminated against, or is the object of prejudice, they can raise the matter immediately with their child's tutor.
- Students are given the chance to share concerns and to be listened to through the many avenues for promoting Student Voice.

Curriculum

We should have a multi-cultural perspective in the curriculum particularly in RS, PSHEE and Citizenship. Through these and other areas stereotyping should be challenged and community cohesion promoted. Understanding and respect must be promoted and equal opportunities must be seen as an integral component of the teaching and learning of all subjects.

Wherever possible the buildings should be user friendly and any new building should have wheelchair access.

Monitoring

- Any incidents of a racist nature will be centrally logged and incidents reported annually to the Local Authority and the Governing Body.

A racial incident is defined according to the perception of the victim – in other words, if the victim considers himself/herself to have been the subject of racial discrimination, or subjected to abuse of a racial nature, the incident is deemed a racist incident.

- Departments must monitor their teaching materials, including schemes of work, and wherever possible reject those not conforming to this policy.
- School displays should promote community cohesion reflect the multi-cultural nature of modern British society.
- The attainment levels of students of different groups of students will be monitored and remedial intervention applied as appropriate to narrow gaps.
- Teachers should set a climate of tolerance and understanding.
- Governors will monitor recruitment and the management structure and equality of opportunities displayed in positions of responsibility.
- The Governing body will monitor unauthorised absence and exclusions.
- Membership of the Governing body is possible irrespective of race or gender.

Evaluation

- Recruitment adverts should have an equal opportunities statement.
- Letters and reports must be checked for discriminatory content.
- Schemes of work should be checked for discriminatory content.
- The Site Manager will continue to evaluate the efficacy of improving accessibility.



N Field Chair of Executive Governance Group

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