

Harold Wood Primary School



EQUAL OPPORTUNITIES POLICY

Date Completed and by whom	Date to be reviewed in the future
April 2023 Mr. S. Fryd	Sept 2025

The Headteacher will review this policy at least once every two years – sooner if changes are suggested by evolving best practice, government initiatives or other circumstances.

Introduction

Schools can have a major influence on the attitudes of society and of those we educate. We are in a powerful position to bring about change for the good. We aim to give confidence and promote awareness of the valuable contributions of all members of our society.

At Harold Wood Primary School we value all individuals and the contribution they have to make. All individuals are entitled to respect and equality of opportunity regardless of race, culture, gender, religious beliefs, age, ability, sexual orientation or appearance.

Within our school community we all have a responsibility to provide a climate of equality and respect for all. Discrimination on the basis of race, gender, culture, religious beliefs, age, ability, sexual orientation or appearance is not acceptable in our school. Discrimination affects everyone. Tackling the problem if and when it arises must be the responsibility of all staff.

We are committed by giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils varied experiences and needs. The achievements, attitudes and well-being of all our children matter.

All children, staff and governors will contribute towards a happy and caring environment by showing respect for and appreciation of each other as individuals. This is also an expectation of all visitors to the school.

Our Aims

- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We seek to ensure that every individual is respected and valued
- We ensure everyone within the school achieves their full potential and has the same chance.
- We value each pupils worth and everyone is celebrated for the contribution they make
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- Equal access is achieved by everyone and for everyone
- We can live in harmony and create a more equal society through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

Our Practice

- Racial Equality: At Harold Wood Primary School we will:
- Strive to eliminate all forms of racism and racial discrimination;
 - Promote equality of opportunity;
 - Promote good relations between people of different racial and ethnic groups.
- Admission: The school follows the LA Admissions Policy that does not permit gender, disability, religious beliefs or ethnicity to be used as a criterion for admission.
- Registration: Every effort is made to ensure that pupil's names are accurately recorded and correctly pronounced. Pupils are encouraged to respect names from other cultures.
- Curriculum: All pupils have access to a broad and balanced curriculum, including the National Curriculum. This curriculum is carefully and appropriately planned to meet the needs of all children.
- Staff are constantly aware that their own expectations affect the achievements, behaviour and status of the children.
- Language: At our school we value linguistic diversity and try to be aware of a sensitive to languages and dialects spoken by our children and their families.
- Resources: We aim to provide for all pupils according to their needs, regardless of race, gender, culture, religious beliefs, age, ability or appearance. Every effort is made to ensure that resources used contain positive images of all groups and that all groups are represented.
- Parents: The school values the participation and co-operation of all its parents and encourages all parents to take an active role in the school through helping in the classroom and through our Home/School Partnership.
- New Staff: When appointing new staff we follow the LA equal opportunity guidelines to ensure that no discrimination takes place during any stage of selection. New members of staff are expected to familiarise themselves with this equal opportunities policy and ensure that they act in accordance with it.

Specific areas for discrimination

- Race and culture: The school welcomes families from all races and cultures and recognises that this enriches the school in a desirable way. Children are encouraged to respect and gain understanding of cultural diversity and to treat each other with respect and kindness.
- Gender: We encourage all children regardless of gender to take full advantage of all opportunities available within the school. Staff are encouraged to remember that their own expectations of children have a bearing on outcomes. We are aware that our school environment is a female dominated environment and make every effort to broaden the children's experiences through visitors and other activities. Data is analysed to compare groups achievements within the school, similar schools and national results.
- Age: Age is not a consideration in the appointment of staff. All members of the school community and visitors are to be treated with equal respect.
- Religion: We welcome pupils, staff and visitors from any religious group. Children are encouraged to learn about and respect the religious views of others although a doctrinaire approach is unacceptable.
- Ability: We welcome people of all abilities into all aspects of school life. We have a strong and effective Special Needs Policy that allows all children to have access to a broad and balance curriculum. The school is equipped with facilities for individuals with physical disabilities. All individuals are supported in achieving their full potential.
- Appearance: We encourage all members of the school community to call everyone by their chosen name not nickname; to be sensitive to others' feelings and to concentrate on the person, not his/her outward appearance.
- Physical Disability The school ensures that every child regardless of their physical disability has full curriculum access, e.g. swimming/PE. The school is aware of the constraints in the KS2 building of the stairs.
- Gender Dysphoria The school ensures that every transgender member of the school community is supported. Staff attend training courses and discussions to ensure that no discrimination exists in school and that the needs of every transgender member of the school is catered for.
- Mental Health We aim to promote and protect the mental health and wellbeing of the school community, treating them fairly regardless of their mental health status.

Dealing with Discrimination

Our school has a Relationships and Behaviour Policy and a Code of Conduct that encourages all individuals to be caring towards and respectful of all members of the school community.

When an act of discrimination does occur in school, it is treated seriously and the offender is reminded that such behaviour is totally unacceptable.

All incidents of an ill nature are recorded on the 'Sun and Cloud' behaviour monitoring system and in My Concern.

Racist acts or comments of any description are strictly forbidden in school as are any form of racist symbols, badges and insignia on clothing or personal effects.

All incidents of discrimination are thoroughly investigated and dealt with. Initially this is the responsibility of the teacher concerned, who endeavours to ensure that the offender adopts a more positive approach. However, in the case of a more serious incident, or of a child who continues to act in a discriminatory way despite warnings, the Head or Deputy is informed and deals with the problem. In such a case parents will be contacted. Parents will be reminded that discriminatory behaviour will not be tolerated in this school and that if it continues the disciplinary procedures will be enforced.

Roles and Responsibilities

Staff: All staff are responsible for upholding and monitoring the school's policy for Equality. Standing by and doing nothing compounds the problem.

All staff are responsible for dealing with and reporting acts of discrimination of which they become aware. Any member of staff who feels unsure as to how to deal with a situation should discuss it with another member of staff.

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images and which challenge stereotypical images of minority groups or genders.

We seek to implement this policy when designing and planning schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.

All teachers and support staff challenge any incidents of prejudice or racism. We report incidents and draw them to the attention of the Headteacher, who completes the necessary forms.

Governors:

Our Governing Body has responsibility for the educational provision within the school. This includes duties concerning employment, exclusion and curriculum. In carrying out these duties our Governors will adhere to our Policy for Managing Equality.

In this policy, the Harold Wood Primary School Governing Body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The Governing Body collects, analyses and evaluates a range of school data during the school year through the Headteacher's Report to Governors. We check that all pupils are making the best possible progress, and that no specific group of pupils is underachieving. To do this, we monitor:

- admissions
- attainment
- exclusions
- rewards/sanctions
- parents and pupils' questionnaires
- the Curriculum

The Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school.

Headteacher

It is the Headteacher's role to implement the school's policy on equal opportunities, and the Headteacher is supported by the Governing Body in doing so.

It is the Headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and teachers apply those guidelines fairly in all situations.

The Headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

The Headteacher promotes the principle of equal opportunity when developing the curriculum.

The Headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, and this can be seen in displays around the school.

The Headteacher views all incidents of unfair treatment and any racist incidents, with due concern.

Monitoring and Review

This policy should be read in conjunction with the school's policies for Relationships and Behaviour, Inclusion, Equality and Spiritual, Moral, Social and Cultural Education.

This policy will be reviewed by staff and governors in line with all other policy reviews.

It is the responsibility of our Governing Body to monitor the effectiveness of this policy. The Governors will therefore:

- Monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school.
- Monitor the staff appointment process, so that no one applying for a post at this school is discriminated against.
- Require the Headteacher to report to Governors annually on the effectiveness of this policy;
- Take into serious consideration any complaints from parents, staff or pupils regarding equal opportunities;
- Monitor the school's Behaviour Policy and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

Appendix

Equal Opportunities – Intervention Strategies

- ❖ Avoid dividing the children into boys and girls for any activity
- ❖ Do not identify "strong" boys to help carry items – give boys and girls the chance to help
- ❖ In sports have mixed teams
- ❖ Alert children to sex bias – e.g. policeman, milkman, etc.
- ❖ Choose resources that are non-sexist and non-racist
- ❖ Choose resources that show variety in: culture, race, ability, gender, age etc.
- ❖ Encourage children to explore new roles and new activities
- ❖ Observe play patterns and keep checklist of children's choices
- ❖ Introduce new toys and activities in a non-stereotyped way

- ❖ Aim to develop all children's spatial skills as well as their language and maths
- ❖ Provide concentrate experiences in the classroom and by visits outside
- ❖ Teach about changing roles through History and Drama
- ❖ Encourage non-stereotyped social behaviour
- ❖ Realise that you as the adult are a role model and focus of attention for the children
- ❖ Observe classroom interactions with the help of a colleague
- ❖ Show that you approve of girls and boys playing together
- ❖ Invite a variety of visitors into school
- ❖ Be aware of different gender, culture etc. when choosing children to answer questions, carry out tasks etc.

Racism – some descriptions

Physical harassment

- ❖ Violent attacks or physical intimidation on children or adults from minority groups.
- ❖ "Minor" intimidation that may be cumulative in effect, e.g. hiding a pupil's bag, spoiling a piece of work, nudging and pushing in a line etc.

Verbal harassment

- ❖ Name-calling directed at anyone from a minority group
- ❖ Ridicule of a person's speech or background or culture
- ❖ "Off the cuff" remarks about certain racial groups in front of individual pupils.

Non-Co-operation/disrespect

- ❖ A clear refusal to show respect to individuals from minority groups. It includes a verbal and/or behavioural response, which indicates and demonstrates racist attitudes.
- ❖ Some forms of disrespect can also be inadvertent, for example, certain actions may result from a lack of knowledge or awareness on the part of staff and pupils with regard to an individual's cultural/religious practices which makes the victim feel harassed or uncomfortable.

Other incidents

- ❖ Racist jokes, chants and the use of racist vocabulary
- ❖ The wearing of racist insignia – badges, tee-shirts etc.
- ❖ Racist graffiti
- ❖ The distribution of racist literature or posters
- ❖ The presence of racist/fascist organisations in or around the area
- ❖ Stereotyping and generalisations that lead to discrimination.