



### 1 Aims and objectives

- 1.1 We do not discriminate against anyone, be they staff or pupil, on the grounds of their age, sexual identity, race, colour, religion, nationality, ethnic or national origins. This is in line with the Equality Act 2010 and covers both direct and indirect discrimination.
- 1.2 We promote the principles of fairness and justice for all through the education that we provide in our school. Inappropriate attitudes and practices will be challenged.
- 1.3 We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 1.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- 1.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 1.6 We challenge stereotyping and prejudice whenever it occurs. We encourage children to value and respect others.
- 1.7 We celebrate the cultural diversity of our community and show respect for all minority groups.
- 1.8 We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

### 2 Anti-racism / Homophobia

- 2.1 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism, racist behaviour or homophobia. Should an incident occur, we will act immediately to prevent any repetition of the incident.
- 2.2 We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school. Our teaching will not undermine fundamental British values or discriminate against pupils contrary to the Equality Act.
- 2.3 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the

religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs.

2.4 Should anyone at our school be a victim of racism or homophobia, we will do all we can to support that person while taking action appropriate to the situation.

### **3 The role of Governors**

3.1 The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

3.2 The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

3.3 The Headmaster and governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race.

### **4 The role of the Headmaster**

4.1 It is the Headmaster's role to implement the school's equal opportunities and anti-racist policy and she is supported by the governing body in so doing.

4.2 It is the Headmaster's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

4.3 The Headmaster ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

4.4 The Headmaster promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

4.5 The Headmaster treats all incidents of unfair treatment and racist incidents with due seriousness.

### **5 The role of the Teacher**

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

5.2 When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

- 5.3 When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.
- 5.4 All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school log book, and draw them to the attention of the Headmaster. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

## 6 Monitoring and review

It is the responsibility of the Headmaster and our governing body to monitor the effectiveness of this Equal Opportunities policy. This is done by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

This policy is reviewed annually.

Mr R M Ardé  
Headmaster

Mrs J Hamilton  
Chair of Governors

Reviewed: September 2020  
Review date: September 2021