**EQUAL OPPORTUNITIES POLICY**

**Aims and Objectives**

* The school does not unlawfully discriminate against anyone, whether pupil, parent, staff or visitor, on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion, belief or age.
* The school promotes the principles of fairness and justice for all through the education that it provides in the school.
* The school seeks to ensure that, wherever possible, all pupils have equal access to the full range of educational opportunities provided by the school.
* The school strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.
* Through positive educational experiences, and support for each individual’s point of view, the school aims to promote positive social attitudes and respect for all.
* The school values each pupil’s worth, celebrating both people’s individuality and the cultural diversity of the community centred on the school and strives to maintain mutual respect..
* The school and its staff strive to be proactive in tackling prejudice and unlawful discrimination.

**Equal Opportunities in the Curriculum**

* Every pupil has an equal entitlement to the National Curriculum and, subject to entry requirements, to all other areas of the curriculum, regardless of language, gender, race, colour, nationality, ethnic or national origins, disability, religion, belief or age.
* Pupils should have equal access to the curriculum regardless of academic ability. Consequently this policy should be read in conjunction with the Special Educational Needs Policy.
* The school will monitor any careers advice or work experience placements provided by outside agencies to aim to ensure equal opportunities.
* All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to all pupils
* Behavioural expectations and disciplinary sanctions will be free of any gender, race or culture bias.
* Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, racism and discrimination. Teachers should try to ensure that all pupils feel that their language and culture is both acknowledged and valued.
* The school actively encourages an ethos in which all pupils feel secure and valued.

**Race / Ethnicity**

* + The school 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.
	+ The school will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures
	+ The school endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the pupils and is reflected in displays, resources and events.
	+ Cultural diversity and respect for others are celebrated and reflected across the whole curriculum.
	+ The school will give pupils the understanding they need to recognise prejudice and reject racial discrimination.

**Gender**

* + The school will constantly examine its curriculum, procedures and materials for gender bias or inequality, particularly in relation to girls’ expectations and behaviour.
	+ The school is committed to providing a curriculum which avoids unnecessary historical gender divisions. All pupils experience subjects traditionally considered to be suitable for a single sex e.g. football, netball, cooking, technology, etc.
	+ Pupils are encouraged to pursue less conventional subjects and interests, particularly from a STEM perspective.

**Disability**

* The school is committed to meeting the needs of pupils with disabilities, as it is to meeting the needs of all within the school.
* The school is committed to providing an environment that allows disabled pupils access, where possible, to all areas of learning or associated services provided for, or offered to, pupils at the school, including educational visits and other off-site activities e.g. swimming.
* Teachers will modify teaching and learning as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where pupils are unable to manipulate tools or equipment.

**Religion / Belief**

* + The school respects the religious beliefs and practices of all staff, pupils, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

**Age**

* + The school will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

**The role of governors**

* In this policy statement the Board of Governors 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 will ensure that no-one is unlawfully discriminated against whilst in the school on account of their race, gender, religion or belief, disability or age..

**The role of the principal**

* The principal will ensure that the school’s policy on equal opportunities is implemented, and is supported by the Board of Governors in so doing.
* The principal will ensure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.
* The principal will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.
	+ The principal will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.
	+ The principal will view all incidents of unfair treatment with due concern.

**The role of teachers**

* Class teachers will recognise their own prejudices and ensure that all pupils are treated fairly and with respect. The school will not knowingly discriminate against any child/young person, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation.
* When selecting classroom materials, teachers will strive to provide resources which give positive images and which challenge stereotypical images of minority groups.
* When designing schemes of work, teachers will pay cognisance to the equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues.
* All teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of the principal.

**The role of pupils**

* + Pupils will be made aware of the policy and draw any incidents of prejudice or discrimination to the attention of the class teacher and/or principal.

**The role of parents**

* + Parents will be made aware of the policy through the school prospectus and home-school agreement and draw any incidents of prejudice or discrimination to the attention of the class teacher or principal.

**The role of visitors / contractors**

* + All visitors and contractors are required to adhere to the school policy.

**Monitoring / Review**

* The governing body is responsible for monitoring the effectiveness of this policy. The governors will therefore:
* monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
* monitor the staff appointment process so that no-one applying for a post at the school is discriminated against;
* require the principal to report to governors annually on the effectiveness of this policy;
* take into serious consideration any complaints from pupils, parents, staff or visitors regarding equal opportunity;
* monitor the school’s behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.