

Broadwas CE Primary School, Broadwas on Teme, Worcester, WR6 5NE

EQUAL OPPORTUNITIES POLICY (INCLUDING RACE EQUALITY)

Our Vision

As a church school, rooted in Christian values, our vision is inspired by the miracle of the loaves and the fishes. This demonstrates God's provision and care for us all through the generosity of one young child. By valuing each individual within our school family, we enable everyone to grow and flourish at Broadwas by providing a relevant, inclusive and knowledge rich curriculum in a stimulating, fun and loving environment.

At Broadwas we 'Live Our Values Everyday'.

At Broadwas we are concerned with the education of the whole child. We encourage each child to develop fully to his or her potential by providing equality of opportunity throughout the curriculum. Our aim is to provide skills and knowledge for the children to understand the world around them and for use in adult life. We aim to develop young people who have experienced success in school, have positive attitudes about themselves, and who are becoming socially aware and developing into caring members of the society.

Aims of the Equal Opportunity Policy

It is the aim of the School to meet its obligations under the public sector equality duty 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

Legislation and Guidance

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination

- The Equality Act 2010 (Specific Duties) Regulations 2011, which requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

The document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools

Statements of Principle

1. Discrimination on the basis of colour, culture, origin, gender, faith diversity or ability is unacceptable in this school.
2. Every pupil and teacher endeavours 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 objective of this school is therefore to educate, develop and prepare all our pupils, whatever their gender, colour, culture, origin or ability, for life in Britain.
4. All staff practise an equal opportunities philosophy.
5. The school acknowledges the complexity of British society and recognises that it would be failing the 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 different cultures rather than highlighting conflicting areas.
7. The school is committed to encouraging all our children to value, respect and celebrate cultural and faith diversities.

As a school, we see it as our duty to equip 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.

The Need for an Equal Opportunities Policy

We believe that our Equal Opportunities Policy should extend to all pupils, staff, parents, visitors and contractors to our school.

Staff

An effective equal opportunities policy enables employers to ensure, as far as possible, that they do not practise unlawful direct or indirect discrimination and that they make the best use of their existing and potential work force.

An equal opportunities policy and programme enables employers to develop good employment practices in respect of all employees regardless of their gender.

An effectively monitored equal opportunities policy enables employers to identify groups, which are under-represented in certain jobs or sections, to assess the reasons for this and, where appropriate, to make use of the relevant Acts for positive action.

Pupils

The policy should ensure that:

- All pupils have equal access to the whole curriculum;
- All information provided for parents clearly states that all subjects and facilities are equally available to all;
- The issue of stereotyping will be brought to pupils' attention and that teaching materials do not reinforce stereotypes;
- Equality of opportunity permeates the whole curriculum and is regularly reviewed.

Roles and responsibilities

The governing body 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 head teacher.

The Head teacher of the school 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.

What is 'Equal Opportunities'?

Respect for all human beings implies opportunities for all. Race, gender, disability and age may in the past have been commonly used to segregate and differentiate between individuals. Such action denies equality of opportunity. We must become cognisant of and respond to the deprivation that such action has brought about. Part of this response must be the awareness, for example, of the multi-racial nature of British society. Rather than indifferent acceptance, it is important to make a positive response towards it. This richness and diversity of culture and experience that we now enjoy is our heritage, providing a unique opportunity to share in and understand the ways of others and their various responses to life.

Discrimination inevitably affects everyone as it is embedded in our society and influences daily interactions, attitudes and expectations. The process of acquiring and practising such attitudes is subtle and largely unconscious. It is often only extreme behaviour, which is perceived as unacceptable. The strength of discriminatory messages in what occurs informally and subconsciously in schools dictates that tackling the problem must be the responsibility of all. All members of the education service need to play a part. Passive support for or lip service to the notion of equal opportunities is not sufficient to challenge stereotyping and all forms of discrimination in society at any level.

It is the staff of educational establishments who must give the lead to pupils if our future society is to avoid division and strife. All forms of discrimination are socially divisive and hinder individual development.

Schools are not only places of learning but also places of employment. Equality of opportunity is important for staff as well as pupils. Genuine equality of opportunity will not be achieved by mere compliance with the relevant legislation. It can be achieved only if those concerned have the will to formulate equal opportunities policies that are fully implemented, carefully monitored and reviewed.

The school is committed to the following:

1. The policy of the school is to maintain an organisation and management structure, which is value free in terms of gender, ethnic origin, and sexual orientation. This applies to both staff and pupils.
2. The organisation will be non-discriminating in terms of pupil selection for activities and groupings of pupils.
3. Programmes of work shall reflect the individual assessment of needs and preferences. Inherent in this is the recognition and acceptance of individual differences.
4. Teaching methods and resources shall reflect the flexibility of approach necessary to meet individual needs.

Equal Opportunities – Gender

We aim, within Broadwas, to provide equality of opportunity for all children whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes and practices – in particular those relating to gender – do not prevent any child from reaching their potential.

We recognise that a child's self-perception can be influenced by his/her environment and so we aim to enhance our children's self-esteem and confidence by positively working to reduce any gender bias and promoting equality of opportunity.

At the same time we are aware that as children mature and their relationships with peers of both genders develop, their perception of gender roles alters. We also recognise that such perceptions are influenced by other factors including home, peer group and the media.

Boys and girls have equal opportunity within and equal access to all areas of the whole school curriculum. This includes both the Programmes of Study and Attainment Targets for the National Curriculum subjects; other subject areas currently outside the National Curriculum and areas such as extra-curricular activities. Boys

and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.

- Efforts are made to recognise and be aware of the possibility of gender bias in both our teaching and learning materials and our teaching styles.
- Materials are carefully selected for all areas of the curriculum so as to avoid sexual stereotypes and gender bias.
- Teacher time, attention and all resources are given equally to boys and girls.
- All children are encouraged to work and play freely with others of both genders.
- Opportunities are given for children to work with teachers and teaching assistants of both genders.

Teaching and other groupings, such as dinner queues, assembly seating, lines for dismissal, classroom seating and playground areas are organised on the basis of criteria other than gender, for example, age, ability, friendship.

Equality between boys and girls is recognised when giving/delegating responsibility and noting the achievements of both staff and children.

- Discipline procedures – notably rewards and sanctions are the same for both sexes.
- Our school uniform policy reflects equality of opportunity for all children.
- Children and all staff are encouraged to value each other and build up and maintain co-operative working relationships both within school and in the community, such relationships being based on mutual respect for each other.

Any differences involving gender, which arise inside or outside the classroom, are dealt with sensitively and are discussed with the children.

All teaching and non-teaching posts are not gender-specific. Both men and women are encouraged to teach all age groups and each Key Stage. All staff has equal access to In Service training and posts of responsibility.

All members of staff regularly review practices and approaches involving equal opportunity in terms of gender issues.

Equal Opportunities – Race

We aim, within Broadwas, to provide equality of opportunity for all children whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices – in particular those relating to race – do not prevent any child from reaching their potential.

We recognise that a child's self-perception can be influenced by his/her environment and so we aim to enhance our children's self-esteem and self-confidence by positively working to reduce any race bias and promoting equality of opportunity.

The school has accepted and implemented the LA Policy Document on Racial Harassment and a copy is held in the Headteacher's office. This document will be of great assistance in the event of an incident of racial harassment and must be referred to. There is a record book at the front of the school Safeguarding file that can be used to monitor such incidents.

We aim to prepare all children for life in a multi-cultural society, building upon the strengths and richness of cultural diversity.

To do this we must ensure that:

- a) Each person retains the security and self-confidence deriving from her/his own culture while furthering her/his ability to participate fully in the community as a whole.
- b) Groups achieve recognition of their identity as valued elements within a diverse but mutually supportive society.
- c) We recognise that racism affects everyone by preventing the individual's full development and to acknowledge that tackling racism is everyone's responsibility.
- d) We provide for all the individual needs of the learners, having regard to their ethnic, religious, linguistic, cultural and historical background.
- e) To ensure that the learning experience is free from bias in its portrayal of either ethnic minorities or the majority culture.
- f) To raise the achievement and attainment levels BAME pupils in all areas of the curriculum.
- g) To monitor and evaluate this policy and effect appropriate changes as and when necessary.
- h) To promote a positive ethos based on values such as respect, empathy and understanding which contribute to racial harmony, justice, equity and equality.
- i) To ensure that all staff have access to Equal Opportunities training.
- j) Display work within the school should actively promote race equality.

Equal Opportunities – Disability

We aim, within, Broadwas, to provide equality of opportunity for all children whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices – in particular those relating to disability – do not prevent any child from reaching their potential.

We recognise that a child's self-perception can be influenced by his/her environment and so we aim to enhance our children's self-esteem and self-confidence by positively working to reduce any disability bias and promoting equality of opportunity.

The children of Broadwas are a very welcoming group of children. We often receive children into the school at different times of the school year. With the expertise of staff and the welcome extended from the children, new pupils acclimatise quickly. Pupils are fully integrated into classes and we have a number of children with special needs. The children are encouraged to accept the many differences children have and support those children in need.

We have worked hard over the last few years to ensure that disabled visitors and pupils have equal access to the site.

Equality Objectives

1. To promote the awareness between children, staff and parents of protected characteristics set out in the Equality Act through an engaging PSHE/SMSC curriculum and alongside our Collective Worship.
2. To foster good relations between people who share a protected characteristic and those who do not. All staff are to promote healthy friendships and record incidents of prejudice and related bullying.
3. Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities

Equal Opportunities in Action

Admission

The schools admission policy does not permit gender, race, colour or disability to be used as a criteria for admission.

Discrimination

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

Pupils

All incidents are referred to the Headteacher and consideration is given to involving the parents.

Parents should be aware of the school's commitment to equal opportunities.

Staff

The school values diversity amongst the staff.

In all staff appointments, the best candidate will be appointed, based upon strict professional criteria.

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

The Curriculum

All pupils must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive, and must reflect sexual and cultural diversity.

Every effort will be made to ensure that the curriculum provided reflects the School's policy on Equal Opportunities. All activities offered should promote a positive ethos based on values such as respect, empathy and understanding.

Such a curriculum will then provide opportunities for all learners to achieve and for all others to value such achievements.

The School Will Aim To:

- Provide equal access to, and positive encouragement in, curriculum opportunities for all pupils.
- Encourage pupils and staff to question conscious or unconscious attitudes and assumptions in themselves and others, which might lead to prejudice.

- Ensure that staff are aware of the extent to which their own perceptions and unspoken expectations relating to the curriculum may influence pupil achievement.

Pupils and the Curriculum

Included in the school aims is the idea that it seeks to develop the particular abilities of each pupil as an individual. This is endorsed by our Special Educational Needs Policy. Equal Opportunities is about developing individuals and not allowing their gender, race or any other general characteristic to get in the way.

Each pupil must have equal access to all the benefits, facilities or services offered by the school. This means that girls and boys must have precisely the same access to the curriculum and also to any other benefit offered by the school e.g. visits, instrumental tuition and extra-curricular activities.

Resources

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

Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural, multi-faith (in line with the agreed syllabus for RE) 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.

Classroom Management and Teaching Strategies

The School recognises that it is not enough to provide a curriculum and leave learners to benefit from it, but that the teachers role is to promote access to that curriculum.

To this end, staff will aim to:-

- Deal immediately and firmly with any incidents of blatant discrimination such as name-calling, taunting or sarcasm based on race, gender or disability. Covert discrimination will not be tolerated – to ignore is to condone.
- Offer opportunities for success equally to all pupils in all subjects, practical tasks and group work.
- Attempt to give equal attention to all pupils.
- Provide positive support for pupils making non-traditional choices in curricular and extra-curricular activities.
- Arrange classes or working groups using need and ability as the only criteria for selection.
- Ensure that displays, books and visual aids present positive images of minority groups.
- Address equality issues within the hidden curriculum of:

1. Staff attitudes to pupils e.g. seating plans, physical tasks
 2. Staff expectations – expectations of pupils achievements should be based on ability, not gender, ethnicity, disability or socio-economic background.
- Select, and if necessary, update all materials/resources to be used in the classroom, and remove any which only serve to foster negative images.

The Hidden Curriculum

The last few years have seen a wealth of new research studies which demonstrate convincingly the variety of ways in which some girls and boys, men and women, still wrongly believe that:

- Education serves a different purpose for them depending on which gender they are;
- Certain subjects or activities are not suitable for them;
(e.g. boys are good at science, girls are good at reading)
- Girls and women are inferior to boys and men.

It needs to be stressed that these forms of discrimination and stereotyping are for the most part quite unintentional but are, nevertheless, undesirable and harmful to the intellectual and social development of pupils.

As children grow older, their ideas of gender roles begin to be more influenced by factors beyond the home, the most significant of these influences being the school, the peer group and the media. Since the only factor controlled by teachers is the school, every effort should be made to present a non-discriminatory environment. Many small but significant procedures can affect the development of a non-discriminatory environment.

These include:

- School organisation;
- Dress;
- Television, books and other learning materials;
- Discipline;
- Teacher attention;
- Adult role models.

Visits, Community Projects, Out of School Activities

All visits are open to boys and girls. All recreational, sport and social facilities and out of school activities are likewise equally available to both sexes.

Pupils of both sexes are afforded equal access to all benefits, facilities and services provided by our school. Decisions on discipline and dress for girls and boys have been made on non-discriminatory criteria.

Employment

The Equal Opportunities Commissions (EOC) recommends the establishment and use of consistent criteria for selection, training, promotion, redundancy and dismissal, which should be made known to all employees both teaching and non-teaching. Without such consistency, management decisions may be subjective, leaving the way open for unlawful discrimination to occur. The school follows guidance planned by the LA in all areas of employment.

Recruitment

It is unlawful, unless the job is covered by an exception to discriminate directly or indirectly on the grounds of gender or marriage:

- In the arrangements made for deciding who should be offered a job;
- In any terms of employment;
- By refusing or omitting to offer a person employment.

It is recommended that:

- Each individual should be assessed according to his or her personal capability to carry out a given job;
- Any qualifications or requirements applied to a job which effectively inhibit applications from married people should be retained only if they are justifiable in terms of the job to be done (see below);
- Any age limits should be retained only if they are necessary for the job. An unjustifiable age limit could constitute unlawful indirect discrimination, for example, against women who have taken time out of employment for child rearing.

Direct Discrimination

This occurs when a person is treated less favourably on the grounds of gender than others are, or would be, treated in the same circumstances.

Example:

Refusing to employ a woman because she has children where a man with children would be employed. (Selecting a man for a position rather than a woman, the decision being based on the grounds of gender.)

Indirect Gender Discrimination

This occurs when a requirement or condition is applied to employment, which has a disproportionately adverse affect on a particular group.

It is very important to understand the definition of indirect discrimination since this is the way most discrimination occurs. Often such practices appear fair but have unintended discriminatory effects.

If the employer cannot justify the requirement or condition to the satisfaction of a tribunal, then this constitutes unlawful indirect discrimination.

Genuine Occupational Qualifications

There are occasions when to specifically select an employee because of gender can be lawful. Such exceptions are Genuine Occupational Qualifications (GOQ).

The Role of the Governing Body

As a result of recent legislation, school and college governors have increased responsibilities for educational provision in their institutions. These include duties concerning:

- Employment;
- Admissions;
- Exclusions;
- Resource allocation; and
- Implementation of the National Curriculum.

Our Governing Body takes this responsibility most seriously and endeavours to ensure that they discharge their responsibilities without sexual discrimination.

Working within the Law

Anti-discrimination laws in the United Kingdom are designed to eliminate discrimination in employment and education on the grounds of race and gender.

The Race Relations Act 1976 makes it unlawful for an employer to discriminate against a person on racial grounds in recruitment, promotion, transfer, training, terms and conditions of employment or dismissal.

The Sex Discrimination Act 1975 makes it unlawful for an employer to discriminate against a person on the grounds of gender or marital status.

The Special Educational Needs and Disability Act (SENDA) 2001 brought in laws and measures aimed at ending the discrimination, which many disabled people faced. The Act gave disabled people new rights in the area of employment.

In addition, the Equal Pay Act 1970 (amended 1984) requires employers to give equal treatment in respect of pay, terms of contract and employment to men and women doing the same or broadly similar work. Under the terms of the 1984 amendment, equal pay must also be given for work of equal value in terms of skill, effort, decision-making or other issues.

Classification by sexuality (bisexual, homosexual, gay, lesbian, heterosexual) for purposes of employment, professional responsibility or opportunity demonstrates discrimination. Similarly, sexuality should not be used to discriminate amongst pupils and students.

Work Experience

The curriculum in secondary schools, further education colleges and institutions of higher education involves an element of work experience. At Broadwas, we are pleased to welcome these students and in an average year will have three students on Work Experience Placements.

It is unlawful for an employer or work experience provider to put pressure on a school or college not to send students of a particular gender for work experience. It would also be unlawful for a school or college to yield to such pressure. Similarly, it would be unlawful for schools or colleges themselves to allocate work experience placements on a gender basis.

Concerns about the application of this policy

Anyone with a concern about the practices in school in relation to this policy, should refer to the Whistleblowing Policy and the Complaints Policy and Procedure.

It is the intention of the school that these aims will lead to a working climate in which each participant, whether child or adult, will be encouraged to hold a positive regard and respect for themselves and each other, through which the learning process can take place.

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