

2023 - 2025

Equality Policy



This policy sets out Moorlands Primary School Equal Opportunities Policy and procedures.

Review Date December 2025



Moorlands Primary School Equal Opportunities Policy

Introduction

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. Our school should be a place where adults and children of all ages, cultures, ethnicity, religion, abilities, family circumstances, sexual orientation, linguistic background, gender and support needs will find safety and respect for themselves and their families.

This Equal Opportunity Policy extends to adults: staff, parents and carers.

This policy is in accordance with The Equality Act 2010. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

Aims and Objectives

- We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of education opportunities provided by the school and that the needs of all pupils will be met through differentiation of the curriculum.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- 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.
- We recognise that educational outcomes will be influenced by factors outside school and that prejudices and stereotypical attitudes in society may need to be challenged.
- We challenge prejudice and insulting behaviour

Racial equality

In our school, we will:

- Strive to eliminate all forms of racism and racial discrimination;
 - Promote equality of opportunity;
 - Promote good relationships between people of different racial and ethnic groups.
- 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 or racist



behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour and Discipline).

- We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse culture through the topics studied by the children and strive to take full advantage of the cultural diversity of our school community.
- Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

Gender equality

- Gender stereotypes should be challenged and we do not make assumptions about the interests and aptitudes of girls and boys.
- Boys and girls should not be entered separately in registers, class lists, etc. except for the purposes of monitoring, or where stipulated by the DfE.
- Boys and girls should not be lined up separately and girls should never be used to separate boys.
- Games such as netball and football should be open to both sexes and support may need to be given to those pupils who experience peer group pressure not to take part.
- Drama lessons should incorporate, where appropriate, the reversal of traditional gender roles.
- The expectations of boys and girls should be expanded by focussing occasionally on people who do non-traditional jobs, e.g. male nurse, female bus driver.
- We should be aware of any differences in our teaching of boys and girls. We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.
- We have put in place a number of measures to raise the achievement of the boys. These include:
 - Dealing with any negative aspects of boys' behaviour, including physical or verbal outbursts.
 - Removing gender bias from our resources
 - Making sure that our displays reflect boys and men as effective learners and achievers
 - Encouraging boys to read fiction.
- To make our teaching more accessible to boys, we:
 - Begin a lesson by stating the learning outcomes, and giving the 'big picture'
 - Employ a variety of activities, and include a kinaesthetic element
 - Deliver work in bite-sized chunks, with 'brain breaks' and new starts
 - Provide challenge, competition and short-term goals
 - Give regular positive feedback and rewards
 - Set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.



- We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

Tackling discrimination

Harassment on account of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief or sex is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Incidents of discrimination, harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/ Phase Leader/ headteacher where necessary. All incidents are reported to the headteacher, and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Disability non-discrimination

- Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

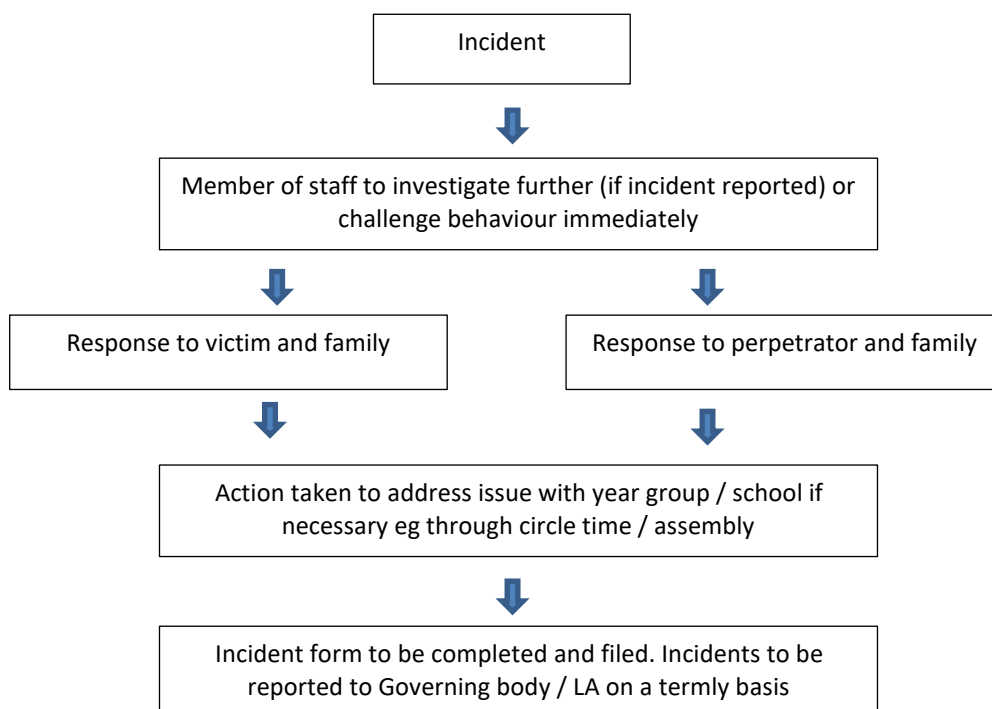


- The school is committed to providing an environment that allows disabled children and adults as much access to the school premises as possible and to all areas of learning.
- Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and nonteaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire policy and accompanying Equality Objectives on a two-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Monitoring and Review

The senior leadership team will collect, study and use quantitative and qualitative data relating to the implementation of this policy. Analysis of pupil performance by different groups enables the identification of patterns of underachievement and the school will ensure action is taken to counter this.



The progress and targets of following groups of students will be monitored by the Full Governing Body on a termly basis:

- Pupil Premium
- EAL
- Looked After Children
- Gender

The member of staff responsible for Equal Opportunities will evaluate the effectiveness of the policy annually. The member of staff responsible for Equal Opportunities is: Headteacher and Deputy Headteacher.

Equality Objectives

The Governing Body have set the following Equality Objectives for the four academic years commencing 2021/2022. These will be monitored by the Governing Body regularly, and reviewed at least annually in the summer term.

- Narrowing gaps in attainment between pupil premium and non-pupil premium pupils.
- Ensure effective use of Pupil Premium, closely monitoring its impact on disadvantaged pupils.
- Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities.

The role of the Governors

- In this policy statement, the 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 monitors a range of school data. We check that all pupils are making the best possible progress, and that no group of pupil is underachieving. This includes monitoring admissions, attainment and any exclusions.
- 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 properly accommodates people with disabilities.
- The governors welcome all applications to join the school, whatever background or disability a child may have.
- The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race.

Monitoring and review: Governors

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 on the effectiveness of this policy
- Take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity
- Monitor the school's Behaviour Policy to ensure that pupils from minority groups are not unfairly treated.



The role of the Head Teacher

- It is the Head Teacher's role to implement the school's policy on equal opportunities, and s/he is supported by the governing body in doing so.
- It is the Head Teacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The Head Teacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.
- The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- The Head Teacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.
- The Head Teacher views all incidents of unfair treatment, and any racist incidents, with due concern.

The role of the class teacher

- Whilst class teachers may recognise their own possible prejudices, they shall do their utmost best to ensure that all pupils are treated fairly 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.
- We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.
- All our teachers and support staff challenge any incidents of prejudice or racism. We draw them to the immediate attention of the Head Teacher and the incident is logged.

