



Greenfield Primary School EQUAL OPPORTUNITIES POLICY

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1. Introduction

At Greenfield Primary School we value the individuality of all of our children. We are committed to provide all children every opportunity to achieve their very best in all areas of the curriculum. We offer a broad, balanced and challenging curriculum and create a tolerant, caring and supportive environment which promotes equality and mutual respect. Children respect themselves, others and the world in which they live. The achievements, attitudes and well-being of all our children matter.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities and extends to adults: staff, parents and carers. In line with that legislation, it seeks to ensure that this school provides equal opportunity for both children and adults, giving due regard to groups with protected characteristics in accordance with the Act:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion and belief
8. Sex
9. Sexual orientation

At our school we define a prejudice-related incident as any incident which is perceived by the victim, or any other person, to be prejudiced towards and individual due to one or more of the protected characteristics.

2. Aims and objectives

At Greenfield Primary School, we:

- will not to discriminate against anyone; staff, pupil or parent/carer, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, attainment or background.
- will 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.
- seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.
- will ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.

- aim to challenge personal prejudice and stereotypical views whenever they occur.
- value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.
- are aware that prejudice and stereotyping are often caused by poor self-image and by ignorance. 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.

3. Racial equality

At Greenfield Primary School, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity, regardless of race, ethnicity or religion;
- promote good relations between people of different racial and ethnic groups;
- seek to educate pupils in a manner which promotes community cohesion in a multicultural society.

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's Behaviour policy.

4. Diversity

We endeavour to make our school and its environment welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children and we reflect this in the displays of work shown around the school. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups - for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

5. Disability non-discrimination

Some children at Greenfield Primary School may have medical, sensory or physical disabilities, in addition to their special educational needs. We are committed to meeting the needs of these children and all reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children.

The school is committed to providing an environment that allows physical/sensory disabled children and adults full access to the school premises and to all areas of learning. Teachers modify teaching and learning as appropriate for children with physical/sensory disabilities. For example, they may modify teaching materials or offer alternative activities if children are unable to manipulate tools or equipment.

6. Gender equality

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 both boys and girls. These may include:

- ensuring that early literacy skills are promoted in all activities in the Foundation Stage
- ensuring that the starting points for writing activities capture the interests and imagination of boys and girls alike
- removing gender bias from our resources employing a variety of activities, and include a kinaesthetic element
- making sure that our school environment promotes positive role models, in relation to learning and achievement
- minimising stereotyping
- providing challenge, competition and short-term goals
- valuing and celebrating academic achievement in ways which will motivate both girls and boys

If our analysis of pupils' attainment data indicates areas where girls achieve less well than boys – or vice versa - we will take measures to address this discrepancy. These may include:

- ensuring that individuals do not dominate certain lessons, for example by answering the teacher's questions more readily
- ensuring that all learning activities are relevant to real life situations and problems
- beginning lessons by clarifying the learning intentions, and giving the 'big picture'
- minimising female and male stereotyping
- using praise and celebration of girls' and boys' achievements in those areas where they may traditionally achieve less well than the opposite gender

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 the relative achievement of boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

7. Dealing with a prejudice-related incident

We will investigate, record and report all incidents, including those that are reported to be unintentional. We recognise that just because someone did not intend to offend, it does not mean that the incident did not cause harm. Our response will always aim to educate so that everyone understands the potential harm which can result from such behaviour. Intention is important when considering the actions that need to be taken with the perpetrator, but a lack of intent does not prevent an incident from being considered prejudice-related.

We recognise that prejudice-related incidents may take a range of forms, which include but are not limited to:

- use of prejudicial language
- ridicule and jokes

- verbal abuse
- physical assault
- graffiti or damage to property
- discriminatory behaviour e.g. refusing to work with a person;
- incitement to behave in a prejudicial manner
- bullying, including cyber bullying

8. Prejudice-related incidents and bullying

We recognise that:

- any child may be affected by bullying
- sometimes bullying is related to prejudice

All incidents of prejudice-related bullying in schools constitute a prejudice-related incident. However not all prejudice-related incidents would constitute prejudice-related bullying. To determine if prejudice-related incident/s are bullying, we refer to the definition of bullying:

- *repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online – Anti-bullying Alliance definition.*

We know that experiencing bullying can have a significant, negative and lasting impact on a child's emotional and mental wellbeing. We also recognise the negative impact that engaging in bullying behaviours or witnessing the bullying of another can have. We will deal with all matters of prejudice-related incidents and bullying in line with our overarching Behaviour policy.

9. Responding to prejudice-related incidents

All prejudiced language or behaviour should be challenged and how that challenge is made will depend on the circumstances and severity of the incident, and on any previous similar incidents involving either the victim or perpetrator. The terms victim and perpetrator are used within this policy as they are terms that are easily understood, however care should be taken not to use these terms in front of involved parties.

When dealing with any possible prejudice-related incident, members of staff will:

- treat every issue seriously – remembering that someone's perception is their reality at the time and that incidents should never be dismissed or ignored
- respond immediately – acknowledging that the incident has happened and offer support to the victim of the incident
- reinforce the school's position on discrimination and prejudice
- focus on the perpetrator's behaviour, rather than the person – making sure that they know that the behaviour is not acceptable
- ensure that witnesses know what behaviour was not acceptable and why

Prejudice-related incidents will always be properly investigated (by a class teacher or senior

leader as is deemed most appropriate). The person investigating will:

- offer support to the victim, acknowledging their feelings, reassuring them that the matter will be treated seriously and ascertaining whether they have been the victim of prejudice on previous occasions
- ensure that both perpetrator and victim have a fair hearing and are given the opportunity separately to fully explain the incident
- approach witnesses to gain their accounts of the incident
- where appropriate, bring both parties together to give them a chance to be involved in resolving the situation
- determine whether the incident was indeed prejudice-related or not, and ensure that the reasons why are explained to all parties involved
- give the perpetrator the opportunity to take responsibility for their actions and to try to repair the harm that they have caused
- address underlying issues (for example, with a playground dispute in which prejudice-related abuse has been used, the original dispute should be resolved as well as prejudice-related behaviour)
- ensure that all parties, including the witnesses, understand what is being done to address the incident and the reasons behind this
- inform relevant members of the senior leadership team and parents/carers where this is deemed appropriate
- where appropriate, ensure that there are subsequent curriculum opportunities for all pupils in that class/year group to develop their understanding of prejudice and discrimination, and to address any prejudiced attitudes
- follow up with the perpetrator and victim after an agreed time period to decide whether any further action is needed

10. The role of preventative education

We recognise that effective preventative education can reduce the chance of prejudice-related behaviour occurring. We know that children learn about building respectful relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills. All members of staff understand their role in supporting our strong inclusive culture.

By the end of their primary education, our pupils should know:

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care, (*Family and people who care for me*).
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs, (*Respectful Relationships*).

- what a stereotype is, and how stereotypes can be unfair, negative or destructive, (*Respectful Relationships*).

These aspect of the Curriculum will be taught via:

- PSHE through designated lessons, Votes for Schools weekly discussions, No Outsiders lessons, participation in focused events
- Other curriculum areas, especially English, RE, History, Geography and Computing
- Enrichment activities, especially our assembly programme, SEAL programme, Peer Mediation opportunities.

We primarily use the Cambridgeshire Primary Personal Development Programme and Kapow and the resources recommended within them when planning and delivering PSHE. The units of work particularly relevant to these themes include Diversity and Communities, Family and Friends, Anti-Bullying and Digital Lifestyles.

11. The role of the class teacher

Class teachers 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, or of boys and girls.

All staff ensure that the language they use does not reinforce stereotypes or prejudice. 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 - for example, 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 are responsible for:

- challenging any prejudicial attitudes and behaviours
- complying with school policies and procedures
- promoting equality through the curriculum
- modelling respectful behaviour
- responding to any prejudice-related incidents according to the school's policy

Reporting incidents of prejudice-related incidents to the Head teacher and ensuring that they are recorded on CPOMS.

12. The role of the Head teacher

It is the Head teacher's role to:

- ensure that the school's policy on Equal Opportunities is implemented effectively
- ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations

- ensure that all appointments panels give due regard to this policy, so that no one is discriminated against
- promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for continuing professional development for all staff
- promote respect for other people in all aspects of school life - in school assemblies, for example, respect for other people is a regular theme
- ensure all prejudice-related incidents are dealt with effectively and staff and pupils receive appropriate support

13. The role of the Governing Body

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 analyses and evaluates a range of school data. We check that all pupils are making the best possible progress and that no group of pupils is underachieving. To do this we monitor:

- progress over time
- attainment
- attendance
- exclusions
- rewards and sanctions
- parents' and pupils' questionnaires

The governing body seeks to ensure that people from the protected groups as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for a position at the school. The governors welcome all applications to join the school, whatever background or minority group a child may come from.

The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities. The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race. So, for example, all children have access to the full range of the curriculum, and requirements regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

14. Monitoring and review

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 progress of boys and/or girls, comparing it with the progress made by other pupils in the school

- monitor the progress of pupils from vulnerable groups – including specific SEN cohorts and compare 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
- monitor the frequency and pattern of any prejudice-related incidents and the actions taken by school staff to address them
- require the Head teacher to report to governors annually 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, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated

This policy should be read in conjunction with the following:

Behaviour policy

Online Safety policy

Child on Child abuse policy

Child Protection policy

SEND policy

PSHE curriculum

Version	Date	Comment
V3	Date created: 28/3/25 Review date: Mar 28	Cambridge review