



Equal Opportunities Policy

September 2020

Dated: Autumn Term 2020

Review Date: Autumn Term 2021

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Data protection](#)
4. [Protected characteristics](#)
5. [Sex](#)
6. [Race and ethnicity](#)
7. [Disability](#)
8. [Religion and belief](#)
9. [Sexual orientation](#)
10. [Gender reassignment](#)
11. [Pregnancy and maternity](#)
12. [Looked after children \(LAC\)](#)
13. [The curriculum](#)
14. [Promoting inclusion](#)
15. [Supporting pupils with medical conditions](#)
16. [Pupils that have left school](#)
17. [The Public Sector Equality Duty](#)
18. [Bullying and discrimination](#)
19. [Staff training](#)
20. [Monitoring and review](#)

Statement of intent

Firs Primary School understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality between different groups;
- Foster good relations between different groups; and
- Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We have developed this policy to provide a clear framework for how we will ensure that there is equality across our school for all pupils within our diverse community,

We will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our equality policy to ensure it reflects current trends and issues

Relevant Staff

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

1. Legal framework

- 1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:
 - Human Rights Act 1998
 - The Equality Act 2010
 - Data Protection Act 2018
- 1.2. This policy has due regard to statutory guidance, including, but not limited to, the following:
 - DfE (2014) 'The Equality Act and schools'
 - DfE (2018) 'Promoting the education of looked after children and previously looked after children'
 - DfE (2018) 'Gender Separation in mixed schools'
 - DfE (2014) 'Equality Act 2010: advice for schools'
 - **[New]** DfE (2018) 'Mental health and wellbeing provision in schools'
- 1.3. This policy is related to the following other school policies:
 - [LAC Policy](#)
 - [SEND Policy](#)
 - [Curriculum Policy](#)
 - [Anti-bullying Policy](#)
 - [Child Protection and Safeguarding Policy](#)
 - [Behavioural Policy](#)
 - [Data Protection Policy](#)
 - [Complaints Procedures Policy](#)

2. Roles and responsibilities

- 2.1. The Governing Board will:
 - Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
 - Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
 - Admissions.
 - The way the school provides and education for pupils.
 - How pupils are provided with access to benefits, facilities and services.

- The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

2.2. The head teacher will:

- Implement this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.

2.3. Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment/discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities, inclusivity and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.

3. Data protection

- 3.1. The school will adopt secure controls on sensitive personal data, ensuring all data is accurate, secure and processed fairly and lawfully.
- 3.2. The school will gain consent from pupils and parents before any sensitive personal data is processed.
- 3.3. The school will respect all pupils' right to privacy and will not disclose a pupil's trans^{1*} status or sexual orientation to any other pupils, staff members or third parties.
- 3.4. The school holds a Data Protection Policy containing further information addressing data protection.

4. Protected characteristics

¹ Trans* is an umbrella term that refers to all of the identities within the gender identity spectrum.

- 4.1. We will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:
- Sex.
 - Race.
 - Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
 - Religion or belief.
 - Sexual orientation.
 - Gender reassignment.
 - Pregnancy or maternity.
- 4.2. We will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.
- 4.3. We will not discriminate against a pupil, or prospective pupil, because of a characteristic, which they are believed to have, even if the belief is mistaken.
- 4.4. We will regularly review our school practices to ensure that they are fair with regard to all the protected characteristics listed in 4.1.

5. Sex

- 5.1. For the purpose of this policy, sex refers to their biological assignment at birth depending on their reproductive organs. We understand some pupils may wish to identify with another gender, and we will support pupils through their transitioning phases.
- 5.2. We will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes. – to achieve this,
- 5.3. There may be occasions where we deem it necessary to teach some subjects in single-sex classes, such as RSE, but we will ensure that such classes do not give pupils an unfair disadvantage when compared to pupils of the other sex in other classes.
- 5.4. The school will only separate pupils by sex where there is reasonable justification or if one of the following applies:
- Girls or boys will suffer a disadvantage connected to their sex
 - Girls or boys have needs that are different from the needs of the other sex
 - Participation in an activity by girls or boys is disproportionately low
- 5.5. The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

- 5.6. Boys and girls will be offered an equal opportunity to undertake any activity in the school, e.g. in relation to technology lessons all pupils will be allowed to choose which skills they learn.
- 5.7. Occasions where boys and girls are separated to be taught in single-sex classes will be documented and the separation justified ensuring parents, Ofsted and, where necessary, the wider community can understand the reasons behind segregation.
- 5.8. Where a subject is taught in a single-sex class, pupils undergoing gender reassignment will be allowed to attend the single-sex class that corresponds with the gender they identify with.
- 5.9. Both sexes will have equal opportunities to participate in comparable sporting activities.

6. Race and ethnicity

- 6.1. We will ensure that pupils of all races and ethnicities (including those who have EAL) are not singled out for different and less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.
- 6.2. We will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.
- 6.3. We employ a member of the New Communities Team within the city and have a range of bilingual staff to support pupils and families for whom English is an additional language to address some of the 40 languages currently being spoken by our pupils and families.

7. Disability

- 7.1. We will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils within our school community. (Including mental health issues.) We regularly review our school practices to ensure they are fair and reflective of the needs of our pupils.
- 7.2. We will ensure that we do not discriminate against pupils because of something which is a consequence of their disability.
- 7.3. We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.
- 7.4. We will meet our duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.
- 7.5. The school adheres to our SEND Policy containing further information addressing equal opportunities for pupils with SEND.

8. Religion and belief

- 8.1. We will ensure that pupils are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.
- 8.2. We will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.
- 8.3. Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy.
- 8.4. The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

9. Sexual orientation

- 9.1. We will ensure that all gay, lesbian and bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out for different or less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.
- 9.2. We will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.
- 9.3. RSE lessons will be taught in accordance with our Relationships, Sex and Health Education Policy.
- 9.4. We will ensure that there is a designated safe space within our school where pupils can discuss issues of sexual orientation without fear of discrimination.

10. Gender reassignment

- 10.1. We will ensure that pupils are not singled out or treated less favourably because they have undergone, or are proposing to undergo, gender reassignment, or have transgender parents, regularly checking our school practices to ensure that they are fair.
- 10.2. Pupils have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our School Uniform Policy.
- 10.3. We will ensure that there are suitable toilet and changing facilities for pupils to use, including:
 - Unisex toilets and changing facilities
 - Gender specific toilets and changing facilities
- 10.4. The facilities will be made available to all pupils and pupils can use the facility they feel most comfortable with.
- 10.5. We will ensure that there is a designated safe space within our school where transgender pupils can discuss issues of gender without fear of discrimination.

11. Looked after children (LAC)

- 11.1. LAC, and previously LAC (PLAC), will be given the highest priority for admissions, as per the requirements of our Admissions Policy.
- 11.2. We will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.
- 11.3. A personal education plan will be created, and implemented, for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.
- 11.4. We will ensure that any SEND that a LAC or PLAC has, are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.
- 11.5. The school adheres to our LAC Policy containing further information addressing equal opportunities for LAC.

12. The curriculum

- 12.1. We believe that pupils should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a pupil may have.
- 12.2. We will ensure, however, that the curriculum is as balanced as possible and delivered in such a way that prevents discrimination, and the promotion of prejudicial stereotypes.
- 12.3. To ensure equality, diversity and tolerance is taught and promoted throughout each subject area:

[For example discussion of stereotypes, cultures and difference in lessons.]
- 12.4. The observation of inclusive teaching strategies is a key aspect of the SLT's annual programme of monitoring.
- 12.5. We will respect the right of parents to withdraw their child from RSE.

13. Promoting inclusion

- 13.1. We will promote inclusion and equality at our school through:
 - Ensuring that pupils are called by their preferred names, taking into account the correct spelling, structure and pronunciation.
 - Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
 - Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
 - Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.

- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extra-curricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.

14. Supporting pupils with medical conditions

- 14.1. We will ensure that any medical conditions related to a pupil with a protected characteristic is fully supported in line with our Medical Conditions Policy.

15. Pupils that have left school

- 15.1. Our responsibility not to discriminate, harass or victimise does not end when a pupil has left school. It will continue to apply with regards to subsequent actions related to our previous relationship with the pupil, such as the provision of references.

16. Bullying and discrimination

- 16.1. Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.
- 16.2. Any incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.
- 16.3. It the responsibility of the head teacher to decide whether it is appropriate to notify social services, and/or the police, of any incident.
- 16.4. Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in our Complaints Policy.

17. Staff training

- 17.1. New staff will receive relevant training on the provisions of this policy during their HR induction.
- 17.2. Whole-school staff training for will be delivered in-house on a termly basis.
- 17.3. Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day, Day of Remembrance, PRIDE, and International Women’s Day.

Additional information for staff is available on a weekly basis within the school Memo. This is produced by the head teacher and available to staff on a Sunday prior to the start of the week.

18. Monitoring and review

- 18.1. This policy will be reviewed by the head teacher and governing board annually and updated where appropriate – any amendments will be duly communicated to staff members.
- 18.2. This policy will be reviewed in October 2021.

SENDCO / Deputy Head teacher	Mrs R Blurton
SENDCO	Mrs P Hunt
Headteacher	Mrs P Martin
Safeguarding Manager	Mrs C Mugglestone
SEND Governor	Mr Adem Repesa

Paula Martin (Headteacher):	
Steve Grundy (Chair of Governors):	
Date:	01/04/2020