

# *Greenslade Primary School*

## *Equality of Opportunity Policy*

*June 2023*

We want every member of our community to be confident and proud of who they are and to feel that Greenslade is a place where they can flourish and grow because we value them as people and celebrate diversity and challenge inequality in all its forms. Discriminatory comments, language or names are treated seriously and never treated as “banter” or people just “having a laugh”.

### **Introduction.**

The aim of this policy is to advance equality of opportunity for all and to protect the rights of individuals. It is based on the legal requirements set out in The Equality Act 2010 and includes the Equality Duty that encompasses protection for the following personal characteristics: Age, Disability, Gender, Gender Reassignment, Marriage and Civil Partnerships, Pregnancy and Maternity, Race, Religion or Belief and Sexual Orientation.

For all of these characteristics, the act requires us to:

- Eliminate unlawful discrimination.
- Advance equality of opportunity.
- Foster good relationships between people with differing personal characteristics.

This policy, therefore, aims to reflect all legislative provisions to promote equality and eliminate unlawful discrimination. Alongside all of our other policies this Equality of Opportunity Policy aims to be a platform for ongoing exploration, understanding and development in this area. We will update and adapt our policy and practice to incorporate legal changes and reflect our understanding of advances in this field.

### **Implementation**

We will take into account the nine protected characteristics in all aspects of school life from the strategic leadership level down to the daily experience of our learners. The policy will be monitored and delivered through our school improvement and self-evaluation work. We will report to Governors on an annual basis and we will review and revise the policy every three years.

### **Consultation**

So that we meet the needs of all members of our community, we will involve all “stakeholders” in the development, implementation and review of the policy.

### **Values**

Our community, children, families, staff and Governors come from a wonderfully rich and diverse range of social backgrounds, family structures, ethnic groups and religious persuasions. We value each person’s right to respect, dignity, courtesy and recognition and celebration of individual differences.

Promoting equality is central to everything we do. We strive to ensure that every member of our community is given every opportunity to achieve and succeed through the work

we do at Greenslade. We want every individual connected to our school to feel valued and engaged in the life of our school and want them to understand that they are a vital part of our "Greenslade Family".

## **Principles**

- Our children are at the heart of everything we do.
- Decisions are made with honesty and integrity.
- We aim to be fair and treat all of our community with kindness, respect and understanding.
- All children and staff are valued as individuals and are encouraged to be confident and open minded learners.
- Every member of our community is important and valued.
- We celebrate diversity.
- We actively oppose any form of prejudice or discrimination.
- We create high quality learning environments that reflect the makeup of our wider community.
- Our curriculum has been designed to engage and inspire all members of our community and children learn about people, places and events that reflect a wide variety of backgrounds and cultures.
- We use our learning opportunities and experiences, our environment, resources, curriculum, assemblies, PSHE and Circle Times, visits and visitors to promote equality, understanding and respect, and we actively challenge all discrimination and bias.
- We will not allow discrimination or prejudice or accept language or behaviour which is harmful, or less than respectful to any individual person or group of people. We will strive to respond in a consistent, clear and positive way, in dealing with any and all kinds of discrimination and abuse.

## **Race Equality and Community Cohesion**

We are committed to:

- The promotion of good relationships and equality of opportunity between all members of our community regardless of race, colour, nationality, ethnic or national origin.
- Elimination of unlawful racial discrimination.
- An ethos and atmosphere in which everyone feels safe, successful and valued.
- Ensuring that diversity is celebrated and seen as enriching and essential to the success of our school.
- Ensuring that every member of our community feels that they "belong" at Greenslade.

Racial discrimination occurs when a person is treated less favourably because of race, colour, nationality, ethnic or national origin. We are committed to responding to any report of a racist incident as a matter of the highest priority, following the clear guidelines set out in our Behaviour Policy.

## **Community Cohesion**

We are very proud of our rich, diverse and vibrant community. One of our roles is to support children to successfully interact and develop strong and meaningful relationships with others from different backgrounds, now and in their future years. We aim to support

children to learn to understand and respect others' beliefs and attitudes and take different perspectives and ideas into account. We ensure that our children collaborate, work and play with people from a wide variety of backgrounds and demonstrate understanding, kindness, fairness and consideration.

Our aim is for our children to take up full and meaningful roles within our community and:

- Appreciate and value diversity.
- Have strong, positive and resilient relationships.
- Strive to make all other people belong within our community
- Support all other people to take up opportunities and succeed in all aspects of community life.

## **Disability Equality**

A disabled person is someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. This includes one or more of the following:

- Physical mobility and/or coordination.
- Memory, or ability to concentrate, learn or understand.
- Speech, hearing or eyesight.
- Ability to navigate social relationships and situations.
- Understanding of risk or danger,
- Continence.

The definition of disability includes a wide range of impairments including those that are hidden such as dyslexia, autism, speech and language disorders and attention deficit disorders. However, whilst they are included within the definition, they only amount to a disability if they affect the individual's ability to carry out normal day to day activities on a substantial and long term basis.

At Greenslade we will have due regard for the need to:

- Promote equality of opportunity between both disabled and non-disabled people.
- Eliminate unlawful discrimination and disability-related harassment.
- Promote positive attitudes toward disability.
- Encourage engagement and participation by disabled people, taking steps to meet disabled people's needs, even if at times, this requires more favourable treatment.
- Consider access arrangements in all we do.

We closely work with a range of outside agencies to ensure we have access to expertise that supports us in providing the best possible opportunities for our children with additional needs. All of our children are enabled to participate in both the curriculum and enrichment activities that we offer.

We encourage positive attitudes toward disability by promoting a deeper understanding of disability, actively challenging stereotypes, providing positive images of disabled people and by staff modelling respectful attitudes to disabled children and adults.

We provide a confidential supportive environment where staff, parents and carer, and children feel able to disclose a disability in the knowledge that information will be dealt with sensitively and appropriately.

Whilst our primary aim is to make adaptations and adjustments to ensure participation, there may be circumstances when educating a child at Greenslade is detrimental to the achievement, safety and well-being of themselves and others. In these circumstances we will consult with parents and carers, and the Local Authority and other external agencies in a respectful and sensitive manner.

## **Gender Equality**

We strive to:

- Pro-actively promote equality of opportunity between the sexes.
- Eliminate unlawful discrimination and harassment on the grounds of gender (including gender re-assignment).

We are committed to ensuring equality of education and opportunity for all, irrespective of gender or sex. We recognize that definitions and choices may go beyond being male or female and include, for example, intersex and self definitions of transgender. We actively challenge gender stereotypes and we encourage all children to take a full and active part in school life at Greenslade.

Children are encouraged to think about roles, activities and occupations that are outside traditional gender stereotypes. We use our learning opportunities and experiences our environment, resources, curriculum, assemblies, PSHE, visits and visitors to challenge all gender bias.

## **Sexual Orientation**

We recognize the need to protect everyone from unlawful discrimination and harassment on the grounds of sexual orientation. We are committed to taking a proactive approach to preventing all forms of homophobia at our school and within our community.

We recognise the existence and damage of homophobia and transphobia in society. Homophobia and transphobia amongst adults is classified as a hate crime and incidents may be reported to the police. Homophobia in and amongst children is much more likely to be about a lack of understanding and awareness. It is usually simply a learned response and not a considered view or opinion based on education, understanding and awareness.

We will not tolerate homophobia or transphobia. We will not allow discrimination or prejudice or accept language or behaviour which is harmful, or less than respectful to any individual person or group of people. We will strive to respond in a consistent, clear and positive way, in dealing with any and all kinds of homo/transphobia or homo/transphobic abuse. We will enable children and young adults to understand that there are a range of differences, choices and options in peoples' lifestyles and that all differences are valid, valued and recognised.

We help children understand that being, for example gay or lesbian is about more than sexual preferences (just as ethnicity is about more than skin tone). Everyone has a gender identity and expresses their gender in a unique and personal way. We help children to understand that the words gay and lesbian are not terms of abuse or ridicule and are not "rude" or swearing unless someone chooses to use them in an abusive way. We will help children to understand that this also applies to being bisexual, transgender or intersex.

## **Religion and Belief**

Through education and learning opportunities and experiences at Greenslade we provide a positive environment, raising awareness of cultures and religion and through actively promoting tolerance and understanding within our community.

Members of our community from all faiths, alongside those without religious belief will be treated with equal dignity, respect and fairness.

UNICEF highlighted:

“Education should develop each child’s personality and talents to the full. It should encourage children to respect their parents, and their own and others cultures” (Article 29).

“Children have a right to learn and use the language and customs of their families, whether they are shared by the majority of people in the country or not” (Article 30).

## **The purpose of Religious Education**

Religious Education gives pupils opportunities to learn about and learn from the world's major religions.

It aims to develop pupils' understanding of:

- beliefs, teachings and sources
- practices and ways of life
- forms of expression.

It also encourages pupils' personal responses and reflection on:

- identity and belonging
- purpose, meaning and truth
- values and commitments.

## **Anti-bullying and Discriminatory Policy and Framework.**

All forms of bullying and discrimination are unacceptable and will not be tolerated and challenged. We address issues related to bully through:

## **Employment Practices**

### **Recruitment**

Recruitment of staff at Greenslade follows fair and transparent protocols.

Vacancies will be advertised openly. However, in the very short term the Headteacher may have to make short term decisions based on a sudden need or situation that occurs.

Vacancies will be made available to all staff who have the qualifications to undertake that role.

Most permanent vacancies will be advertised externally.

Selection for appointment or promotion

All decisions relating to appointments or promotions will be conducted in accordance with the following principles.

A detailed Person Specification and Job Description will be drawn up which accurately describes the duties of the post.

From these documents a list of objectively assessed selection criteria will be drawn up.

Person Specifications and Job Descriptions and selection criteria will be available to all candidates.

Shortlisting will be carried out against the selection criteria.

All interview panel members must be appropriately trained and will act in accordance with anti-discrimination legislation.

Selection decisions will be made against the agreed criteria and no other criteria will be used.

Reasonable adjustments will be made to the recruitment and selection process where necessary to ensure that people with disabilities are enabled to compete for appointment at Greenslade.

### **Specific Issues**

At Greenslade we are opposed to any discrimination based on the following (and forms of discrimination that may not have been identified explicitly here): • Age • Disability • Gender • Gender reassignment • Marital status or civil partnership • Pregnancy, maternity/paternity • Race, colour, ethnic or national origin • Religion or belief, • Sexual orientation.

Where a candidate who has a disability is appointed to a post in the school, reasonable provision will be made for adjustments to the working conditions or environment where this is practicable.

### **Positive Action**

At Greenslade we recognise that the avoidance of discrimination is not sufficient to ensure that equality exists in the schools. Full consideration to measures of positive action, designed to encourage or facilitate the employment or training of minority or disadvantaged groups will be given. We will not discriminate in favour of individuals from specific groups (positive discrimination), but will take positive action which enables members of those groups to compete on an equal basis.

Positive action may include:

- Encouraging people with disabilities to apply for posts
- Advertisements which encourage applications from individuals of a particular protected group, but make it clear that selection will be on merit
- Flexible working – promoting the use of job shares and flexible working where operational factors make this possible
- Supporting training measures for under-represented protected groups

- Assistance with applications for candidates with language difficulties
- Developing provision that actively engages underrepresented groups in key subject areas such as girls football or science club.

### **Procurements and contracting**

We define this as the way we obtain and/or purchase goods and services.

### **Business interests**

All Senior Leaders and Governors are required to declare their business interests and any relevant material interests arising from close family relationships. These interests will be recorded in a register which must be kept under regular review. The accuracy of the information will be confirmed at least annually. We will ensure efficient and effective procurement in the provision of appropriate resources across the Trust. We have a Financial Procedures Policy and follow Internal Audit requirements and the standards of FMSIS to ensure that efficient and effective procurement of goods and services is undertaken with regard to sound principles, the values of economy of effort, and achieving best value. All staff involved in procurement follow the arrangements outlined in our Financial Procedures Policy in respect of procurement processes, authorisation of orders and payments. At all times we seek to streamline processes, achieve savings, secure quality goods and services and where possible and appropriate, allow choice.

### **Consultation and Information**

We want all members of our school community to be supportive of and involved in the implementation of this policy. We will achieve this through consultation to determine the priorities for the schools with regards to equality over the next three years. Our consultation will include methods such as, questionnaires, feedback slips, feedback from parents/carers' meetings, both informal and formal discussions and listening to pupil opinion.

### **Equalities Analysis Assessments**

We review key policies, functions and procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation. In line with best practice we also assess the impact of our key policies, functions and procedures on promoting sexual orientation equality. We look for opportunities to promote equality that have previously been missed or could be better used, as well as negative or adverse impacts that must be removed or mitigated.

### **Monitoring Evaluation and Review**

The Governing Board will assess the implementation and effectiveness of this policy. This Policy will be reviewed by the Board of Governors on a 3-yearly cycle. Adherence to the policy will be monitored by the SLT.

Policy adopted: Summer Term 2023

Next Review: Spring 2026.

