



## St. Michael's School

### Equal Opportunities for Pupils Policy (including Race Equality Policy)

**SCOPE: This policy applies to the whole school, including the EYFS.**

#### **POLICY REVIEW:**

Latest review	Reason for review	Reviewed by	Formally adopted by the Governors
February 2017	Annual review	S Tompkins	27 <sup>th</sup> March 2017

Period of review:	Annual
Next review due:	March 2018

This policy should be read in conjunction with the following policies:

- Special Educational Needs
- Admissions
- Accessibility Plan
- Curriculum
- Employer Equal Opportunities Policy (contained in the Employee Handbook)

#### **Equal Opportunities Statement of Commitment**

The governing body and school is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities within the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

#### **Aims and objectives of this policy**

The governing body and school, through this policy, aims to:

- To carry out its legal duty in complying with the relevant legislation (including The Sex Discrimination Act, Race Relations Act, Disability Discrimination Act and Employment Equality Regulations)
- To ensure that equality of opportunity for all is promoted in the school and that any form of discrimination is not accepted.
- To promote an environment in which all children, including those in the Early Years Foundation Stage, feel safe enough to express and question views.
- Ensure the principles and practice of equal opportunities applies to all members of the school community – children, teaching and non-teaching staff, parents, governors and visitors.
- To support the school's SEN policy and the implementation of the SEN Code of practice (SEND 2014).

## **Policy into Practice**

### **a) Admission**

The School will seek to identify and admit children who will contribute to and benefit from the ethos and activities of our school community, ensuring that the school is distinctly Christian but also inclusive. Further details relating to admission can be found in the School's Admissions Policy.

### **b) Registration**

The School will record children's names accurately on school records and will endeavour to make sure that children's names are correctly pronounced. The school will work in consultation with children's parents to ensure accuracy. Children will be encouraged to accept and respect names from other cultures.

### **c) Curriculum**

Equal Opportunities practices should be evident in the 'visible' curriculum (the programme of lessons) and the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc). All curriculum policy documents contain an Equal Opportunities section in which reference is made to upholding this policy. Planning should take account of the children's needs. In English and Mathematics from Year 3 children are grouped according to ability. Across the curriculum in all years, including the EYFS, the children's prior attainment should be used in the planning of lessons and programmes of work and support. See also the SEN policy.

### **d) Discrimination**

All forms of discrimination including race, gender and sexual discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable.

#### *Sex Discrimination*

The Equality Act 2010 applies to both males and females and makes it unlawful to discriminate against a person on the grounds of his or her gender or sexual orientation.

### *Disability Discrimination*

Under The Disability Discrimination Act 1995, disabled people have a right not to be discriminated against in employment or access to goods or services. The Equality Act 2010 defines disability as 'a physical or mental impairment which has a substantial long-term adverse effect on a person's ability to carry out normal day-to-day activities.'

### *Racial Discrimination*

The Equality Act 2010 defines racial discrimination as discrimination on the grounds of colour, race, nationality or ethnic or national origins.

Racist symbols, badges and insignia on clothing and equipment are forbidden in school. Staff should be aware of possible cultural assumptions and bias within their own attitudes.

All cases of discrimination or prejudice will be taken seriously and dealt with, as appropriate, according to the school's Complaints Procedure. A record of complaints is kept. Cases of racist and sexual bullying are dealt with in accordance with the School's Anti-bullying policy. A record of incidents is kept.

Within the constraints of the building, the school is willing to make reasonable adjustments in order to accommodate the needs of pupils and prospective pupils who have disabilities so that they are not treated less favourably or are put at a substantial disadvantage. Further details regarding accessibility for disabled children can be found in the school's Disability and Accessibility policy and associated Accessibility Plan.

#### **e) Language**

The school views linguistic diversity positively. Children must feel that their natural language is valued.

#### **f) Culture, Class and Race**

The school acknowledges that members of the school come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school in which there is social, religious and racial harmony and where all children feel valued.

The school recognises that inequalities of opportunity exist within society for individuals and groups and is determined to take positive action in school to enable every individual to raise his/her self esteem, expectations and performance so as to have wider choices in life.

The history, experience and contribution of our multi-cultural community find expression in the curriculum and life of our school.

Negative, patronising and stereotyped views will be challenged and racist behaviour in any form will not be tolerated – see Anti-bullying Policy.

#### **g) Gender**

There is no segregated curriculum for boys and girls. The curriculum, procedures and resources are considered for gender bias or inequality. All of the classes are co-

educational. Teachers are encouraged to allocate their time fairly between the sexes. All children have opportunities for working with children of their own and opposite sex. Traditional sex stereotypes are challenged.

**h) Religion**

St. Michael's is a Church of England School and the daily routine includes an act of worship which is wholly or mainly of a broadly Christian character. However, it is acknowledged that members of the school come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to one of a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others. In the teaching of Religious Education the role of the teacher is that of educator. The aim is to teach the children about and from religion.

**i) Resources**

Resources and displays used throughout the school will uphold the aims of this policy. All resources in use in the school will be monitored for their appropriateness.

**j) Relationships**

Relationships between all members of the school community should be in line with this policy. Anyone acting in a manner contrary to this should be made aware of the unacceptable nature of his/her behaviour. This should be done in a supportive manner to encourage change and reinforce the principles of this policy. In extreme circumstances formal procedures may be taken by the Head in line with school policy.

**k) Pupil appointments and selection**

The school is an equal opportunities employer and all matters relating to recruitment and selection will uphold this policy. This same principle applies to the appointment of pupils to positions of responsibility and the selection of pupils for sports teams, musical ensembles, drama groups and any other activity where it is not possible to include all pupils. In all appointments and selections the best candidate(s) will be appointed or selected based on their ability to perform the role or contribute to the group/team. Whilst committed to equality of opportunity the school will make appointments and selections to such groups/teams in order to maintain and strengthen the school's high standards. The school will, however, look to provide other opportunities for children not selected to such groups to develop their skills, knowledge and abilities so that, where possible, future consideration can be given to subsequent selection.

**l) Meeting the needs of all pupils**

Every child in the school has the right to an education which meets their needs (including children who are disabled or who have special educational needs (SEN)). Through careful assessment of achievement and needs appropriate programmes of study are provided for all children to meet their individual needs. This may include grouping by ability, differentiation of activities within classes/groups or by the provision of additional support. All children are included, valued and supported by staff, and reasonable adjustments are made (according to needs and in liaison with parents and any specialist services) to allow all children to learn and develop.

### **m) Teaching and learning**

Through every day school activities children are taught and helped to appreciate the importance of valuing and respecting each other, to celebrate differences and to challenge inappropriate attitudes and practices. PSHE lessons and assemblies are central to promoting and valuing diversity and difference, but staff use every opportunity possible to reinforce this message.

### **Race Equality Policy**

In response to The Equality Act 2010 St Michael's aims to eliminate racial discrimination and to promote equal opportunities and good relations in all areas of school life. The principles of eliminating discrimination of any form and promoting equal opportunities for all are central to this Equal Opportunities Policy. The School's Race Equality Policy is therefore embedded within this Equal Opportunities Policy.

### **Awareness of policy**

All members of the school community are made aware that the school has an Equal Opportunities Policy for Pupils Policy, that they are responsible for promoting it and are obliged to respect and act in accordance with the policy.

### **Working with outside agencies**

In order to meet the needs of all of the children, the school may, as the need arises, draw upon the services of outside agencies or specialists, e.g. educational psychologist, health professionals, support staff and other agencies. Parents are involved in this process.

### **SEN Code of Practice**

The way in which the SEN Code of Practice is implemented in the school is described in the Special Educational Needs (SEN) policy. Please refer to this policy for further details.

### **Monitoring and review**

This policy and its impact and effectiveness will be reviewed on an on-going basis and in the light of any changes to legislation. Behaviour management records (including anti-bullying records) will be monitored for discriminatory incidents. Pupil achievement data will be monitored for progress of different groups of children (including disabled children) and evaluated in light of the progress of other groups of children.

### **SEN Coordinators**

Mrs Kathryn Chandler coordinates the SEN provision for children in Y1 – Y6.  
Mrs Carol Werrett coordinates the SEN provision for the EYFS.

## **APPROVAL**

The policy was reviewed by the school's Board of Governors against the Independent Schools Standards Regulations on 27<sup>th</sup> March 2017 and was approved for full adoption and implementation.