

Date Valley School Trust

Company number: 06845508 Registered Charity number: 1136298

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Equal Opportunities Policy

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

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. 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 aim to act positively and have due regard to the need to challenge and eliminate unlawful discrimination – within both our school and our community
- We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of protected characteristics detailed above
- We aim to 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 educational opportunities provided by the school
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils
- We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone
- We aim to challenge personal prejudice and stereotypical views whenever they occur
- We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups
- We are aware that prejudice and stereotyping are often caused by poor self-image and also aware of the relationship between that and 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

Racial equality:

In our 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 multi-cultural 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 procedures in the Behaviour Policy.

We endeavor 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.

Our curriculum reflects the attitudes, values and respect that we have for minority groups e.g in the PSHE curriculum the children are taught about other religions.

Disability non-discrimination:

- Some children in our school may 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 disadvantaged compared with non-disabled children
- The school is committed to providing an environment that allows disabled children and access to the school premises and to 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, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment
- We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion

Gender equality:

- We recognise that nationally, there is an unacceptable discrepancy in the achievement of boys and 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 all pupils, in literacy in particular. These may include:
 1. Ensuring that early literacy skills are promoted in all activities in the Early Years Foundation Stage
 2. Ensuring that the starting points for writing activities capture the interests and imagination of boys and girls alike
 3. Removing gender bias from our resources and ensuring, for example, that fiction books capture boys' interest
 4. Employing a variety of activities and include a kinesthetic element
 5. Minimising male stereotyping
 6. Minimising female stereotyping and learning about female role models, for example, in the realms of science, technology and sport
 7. Providing challenge, competition and short-term goals
 8. Valuing and celebrating academic achievements in ways which will motivate all pupils equally
- 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

The role of the class teacher:

- Class teachers recognise the possibility of their own prejudices, but do their 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, 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 curriculums both in our choice of topics to study and in how we approach sensitive issues, e.g. history topics include examples of the significant contributions women have made in British 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 record any incidents in the behaviour folder and draw them to the immediate attention of the headteacher

The role of the headteacher:

It is the headteacher'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 the recruitment panel 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 professional development for staff
- Monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school
- Promote respect for other people in all aspects of school life. Respect is a Core Value adopted by the school
- Manage all incidents of unfair treatment with due seriousness in line with this policy

The role of Trust Board:

- In this policy and the Anti-Discrimination Policy, the Trust have set out its commitment to equal opportunities and accessibility 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 Trust seeks to ensure that people from the protected groups as defined by The Equality Act 2010 are not discriminated against when applying for work positions at our school.
- The Trust welcomes admission applications regardless of background or minority group a child comes from
- The Trust will ensure that no child is discriminated against whilst in our school on account of a protected characteristic
- As a faith school we have a uniform that complies with our religious beliefs. However, if a child's beliefs contradicts our school uniform, the school will deal with each case sensitively and with respect for the child's cultural traditions and beliefs

Monitoring and review:

It is the responsibility of the Chair of the Trust Board to monitor the effectiveness of this policy. The Chair will therefore:

- Work in collaboration with the headteacher to monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school
- Monitor the staff recruitment process inline with this and related school policies
- Require the headteacher to report to the Trust 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

- Have a policy review every three years or sooner if it is considered necessary.

This policy has been read and approved for Date Valley School, by the Managing Director and the Chair of Date Valley School Trust.

Date: March 2019