



Achieving together
Light Oaks
Junior School

Equal Opportunities Statement

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Revised:

Ratification by Governors				
Committee:	<i>Full Governing Body</i>	<i>Standards</i>	<i>Welfare, Inclusion & Pupil Support</i>	<i>Resources</i>
Date :	19th January 2015	Review Date:	January 2017	
Ratified by:				
Signature:				

Introduction: Legal framework

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

1. Guiding principles

In fulfilling the legal obligations cited above, we are guided by the following principles which apply to all members of the school community and beyond:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their socio-economic status

1.1 All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value. All learners are given access to high quality teaching and support to enable them to fulfil their potential.

1.2 We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face. We strive to ensure that all of our community are given fair access to all activities, opportunities and educational experiences, by making adjustments where possible.

1.3 We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote positive views of all people. We have high expectations that all members of our school community treat each other with kindness, honesty and respect. We are developing our International Schools perspective and teach tolerance and compassion through our PHSCE curriculum, our RE curriculum, through assemblies and consistently through our values as a school. We use a

variety of enrichment activities and opportunities to support these positive relationships.

1.4 We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development. All staff and Governors who are involved in recruitment are trained in Safer Recruitment Procedures. We ensure that no staff member is discriminated against, and ensure that procedures are in place to support any staff who may have particular needs at any time in their school career, including the rights associated with maternity and paternity.

1.5 We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist. We work with any child or other member of the community who are experiencing difficulties, or who have inappropriate views which contravene the ethos and values of the schools and could lead to inequality.

1.6 We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

1.7 Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life. We aim to ensure that our children have an embedded sense of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2. Equalities Scheme

In order to continuously improve our practice with regards to equal opportunities, we formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

3. Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.
- Prejudices related to socio-economic status

We endeavour to teach a message of tolerance and understanding through our curriculum and through the values of the school which are consistently applied by all who work here. We have specifically amended our school curriculum to ensure that prejudice is addressed explicitly within PHSCE & RE and within various other cross curricular schemes of work.

4. Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and monitored.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom & in the school in general
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in this statement
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

5. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.