

Baglan Primary School



Equal Opportunities Policy

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Mrs N E Morgan
Headteacher

Date Adopted:

Mr L Rees
Chair of Governors 2022/ 2023

Review Date:

"Live Well, Laugh Together, Learn Forever."

Rights of the Child

Children and Young People have 42 rights under the United Nations Convention on the Rights of the Child (UNCRC).

The 42 Rights give children the opportunity to grow up happy, healthy and safe.

At Baglan Primary School, we foster a Children's Rights-Based Approach.

The 7 principles of a Children's Rights Approach are:

- **Dignity** - All children at Baglan Primary School are treated with care and respect in all circumstances.
- **Interdependence and Indivisibility** - Our Rights Respecting Group make children aware of their rights and ensure they know that all rights are equally important.
- **Best Interest** - At Baglan Primary School, we ensure all decisions are made with the input, and best interest of the child(ren) in mind.
- **Participation** - We encourage children to participate in all aspects of school life, including actively participating in designing their own curriculum.
- **Non-discrimination** - We foster an environment of equality and diversity and teach, and encourage our children to be ethical, informed citizens.
- **Transparency and Accountability** - At Baglan Primary School, we as staff and governors hold ourselves accountable for how children experience their rights.
- **Life, Survival and Development** - Every child has the right to life and to be safe and happy. We help our children develop physically, mentally, socially and emotionally.

Table of Contents

What are 'Equal Opportunities?'
• The Equality Act 2010
• Our School Ethos
• Resources
• Classroom Organisation
Policy for Sex and Gender Equality
Policy for Anti-Racism
Policy for Disability Equality
Policy for Multi-Cultural Education
Policy for Employment and Staff Development

Development



You have a right to an education and time to relax and play

Participation



You have a right to say how you feel, be listened to, and taken seriously

Protection



You have a right to be treated well and not be hurt by anyone

What are 'Equal Opportunities?'

Equal opportunities is about ensuring that all children and adults have equality of opportunity in terms of access and outcome throughout all aspects of school life and that their life chances for the present and future are not impeded or distorted by anything that happens during their time in education, but are instead widened to allow them to achieve the whole scope of their potential. It is important to note that equal access does not necessarily lead to equality of outcome. Equal opportunities recognises and celebrates our similarities and our diversity as individuals and groups. It recognises that all individuals have an intrinsic right to be nurtured in such a way as they are able to reach their full potential.

Equal opportunity accepts that while we all have something of value to contribute,
we do not all start on a level playing field.

Equal Opportunities covers the whole process of education but particularly embraces issues of multiculturalism, anti-racism, disability, ethnicity, gender and trans-gender, sexuality, and socio economic disadvantage. Strategies to combat inequality include those dealing with issues of self-esteem and sense of self-worth, school organisation, curriculum content and delivery, discipline, provision for those considered to have special educational and or English as an additional language needs, underachievement, and building social relationships within the school community. Equal opportunity is about creating the structures and contexts for unlocking potential.

The Equality Act 2010

On 1 October 2010 new equality legislation came into force. The Equality Act 2010 has replaced all existing equality legislation, including the Race Relations Act, Disability Discrimination Act, and Sex Discrimination Act. This means that three equality duties schools are familiar with (Race Equality, Disability Equality and Gender Equality) have been replaced by a Public Sector Equality Duty (PSED) which came into force on 6 April 2011.

Under the PSED (personal, social, emotional development), schools must show due regard to the general duty and its three "components" as well as complying with a set of specifications.

The three components to the PSED are:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This means that schools are still required to take proactive steps to tackle discrimination, promote equality of opportunity and foster good relations.

Our School Ethos

We recognise that the whole school environment contributes to what our children learn. We ensure that staff uphold the values and expectations that we promote. We will endeavour to create and maintain a school ethos which is welcoming, reflective of the diverse multicultural society around us, fosters a sense of wellbeing, confidence and security; that affirms individual identity and demonstrates respect for each other; that ensures time and space for each individual; that challenges and expands horizons and encourages confidence, independence, co-operation and participation. In order to achieve this, we will:

- Always challenge behaviour and language which will threaten the promotion of equal opportunities and take time to discuss with children the negative and damaging effect their words and actions can have;
- Foster an environment of openness where children feel safe and confident to raise issues of concern and where the school can place a positive influence on discussion and events;

- Be sensitive to the needs of all pupils and recognising them in their own right, and without placing labels on individuals or groups of children. This includes a commitment to offer time to each pupil and ensuring that their needs are met;
- Be aware of the power of language as a tool which can promote equality or perpetuate inequality. As well as ensuring children are aware of their use of language and its implications, and how they can use their voice to advocate for themselves and others;
- Encourage high aspirations for all pupils by offering a range of opportunities and experiences to broaden and raise personal expectations as much as possible.

Resources

Care will be taken with the purchase of new material to ensure resources promote positive images and avoid stereotyping. Please be aware that books which display sexism, negative images or stereotyping may have a planned place in our curriculum as a tool for discussion with the children in order to promote a positive understanding of the surrounding issues.

Classroom Organisation

While, at times we will need to use commonly prescribed social categories to group children we will monitor our use of this to ensure we do not place definitions or labels on children needlessly.

A careful consideration of the ways in which we group children and give them access to the curriculum will be made as we plan, and on a day to day basis, in order to ensure that classroom organisation, teaching styles and learning opportunities offer all children an equal chance to succeed. Where appropriate, we will give children experiences and opportunities to operate outside the constraints of wider social stereotypes and modes of behaviour.

Careful attention will be given to teacher exposition, facilitating discussion and questioning techniques to ensure equal demands are made of both sexes, all ethnic groups and intellectual abilities. Similarly care will be taken in allocating teacher-spent time amongst all the children in class.

Policy for Sex and Gender Equality

Aims

- Our aim is to ensure no discrimination takes place at Baglan Primary School on the grounds of gender, gender identity, or sexual orientation.
- To create a school community in which men and women, boys and girls from all faiths and cultures are valued equally, while their different backgrounds, experiences and needs are respected.
- To establish an ethos of equality, and adopt strategies to achieve equality of opportunity for both sexes.

Rationale

In our society a large number of differences which have been conventionally associated with gender are actually socially constructed and are maintained through social pressure. Sexism is the term used to describe discrimination on the basis of gender; where the operation of forces in society such as beliefs, attitudes, and behaviours, can allot benefits and privileges, as well as curb and limit preferences and opportunities, on the basis of a person's gender rather than on the basis of inclination or ability. Sexism and gender stereotyping can be offensive and is equally damaging to boys and girls. Conforming to gender roles can inhibit the abilities, performance and aspirations of both boys and girls by restricting their choices.

Our school is committed to sexual equality and seeks to counter sexism and gender/transgender or sexuality stereotyping in order to extend the choices and horizons of all staff and children so that they can discover who they are, what they like doing and achieve their full potential at whatever they attempt.

In order to achieve this we will employ the following strategies:

- Boys and girls will have access to the full range of educational activities and equal entitlement to all resources.
- Raise awareness amongst the staff of the dangers of gender role stereotyping and of procedures and principles to counter it.
- Encourage all children to extend their horizons and make children aware of all the opportunities available to them.
- Recognise that access itself will not lead to equality: we may need to intervene strongly. For example some girls given the opportunity to build with construction kits may not succeed with them to their full potential unless they are actively taught how to use them - a procedure with which many boys may already be very familiar.
- Monitor the use of school equipment in terms of access, time available and teaching.
- Use positive role models and ensure the achievements and contributions of both men and women throughout history, art, literature and science are incorporated appropriately into the curriculum. It needs to be presented as a natural part of the curriculum and not an appendage.
- Teachers have equally high expectations of both boys and girls.
- Use, where appropriate, discussion, drama, role play to explore different roles: empathy and understanding of others.
- Build in activities to the curriculum which challenge limiting assumptions, extend horizons and explore new avenues of thought. For example, write a fairy story with characters who have stepped outside of their stereotyped role; active, strong clever princesses.
- Make equal demands on both sexes, for example during discussion and class questioning.
- Challenge inappropriate stereotypes, sexist comment and inappropriate statements about sex roles: for example "boys are better at..."
- Ensure school texts and resources do not promote sex stereotyping. We recognise the more than occasional limitations of commercial material and budget limitations but will

actively endeavour to purchase material which promotes positive role models for both sexes.

- If stereotyped images or comments do occur in curriculum materials, e.g. fiction books they should be discussed with the children.
- Ensure staff are seen as positive role models.
- Ensure we employ the very best available staff for all roles in school regardless of their gender (or transgender) and / or sexuality.
- Monitor our own practice, beliefs and expectations through self-evaluation.
- Consider carefully, and act on, equality issues in the organisation and management of learning. We recognise that the achievement of equality will be complex and subtle.

Policy for Anti-Racism

Aims

- Provide a curriculum which emphasises respect and understanding of all cultures and religions.
- Provide a curriculum which enables children to develop skills to recognise and challenge inequality.
- Ensure a consistent approach to tackle racism in all its forms and manage racist incidents.

Rationale

Racism refers to the consequence of placing social significance in concepts of race which have as their outcome the disadvantage of individuals and groups. Racism may be exhibited in many forms including physical assault, derogatory name calling, verbal abuse, insults, jokes, graffiti, provocative behaviour, (including wearing badges or bringing literature to school,) ridicule of an individual for cultural or religious difference and refusal to co-operate with others because of their ethnic origins.

Racism includes all practices and procedures that discriminate against people because of their race, colour, culture, nationality and national or ethnic origins (including religion and language) whether on an individual, institutional or cultural level. Discrimination is defined as action or behaviour which disadvantages a group of people. Racism can take many forms from direct harassment, to indirect and institutional racism. Racism can occur between any ethnic groups.

A racist incident is defined as 'any incident which is perceived to be racist by the victim or any other person' (Stephen Lawrence Inquiry Report 1999). An incident may have occurred

either intentionally or accidentally either overtly or covertly. Any racist incidents will be logged and monitored for patterns of behaviour.

In order to work towards the elimination of racism, promote a climate of respect and understanding and prepare children for life in a multi-cultural and increasingly global society, we will:

Employ the following strategies:

- Place value on different ethnic groups, cultures and languages in our multi-cultural society, recognising that culture is central to a child's identity and foster these cultures and incorporate them into our learning environment.
- Ensure that each child is valued as an individual.
- Regard bilingualism as an asset.
- Ensure that lack of fluency in English will not be used as an indication of academic potential.
- Give equal status to all ethnic groups and hold appropriately high expectations of all children.
- Foster a climate where children are confident in reporting and discussing racism.

Ensure our curriculum:

- Reflects and values cultural diversity and the wide range of social and ethnic groups in society and will allow other cultures to be described in their own terms.
- Leads to an understanding of other cultures and lifestyles
- Enables children to develop the ability to recognise inequality, prejudice, stereotyping and equip children with the knowledge and skills to challenge them, that is incorporates anti-racist teaching strategies.
- Avoids racial or cultural stereotypes. Those in classical literature that cannot be avoided should be explained to children and contextualised.

As a school we actively counter discrimination, prejudice and inappropriate behaviour and statements by children whenever they occur.

Policy for Disability Equality

Aims

- We are committed to equality of access and opportunity for disabled people.

Rationale

Any adult or child with a disability entering Baglan Primary School will have accessibility considered prior to arrival. The Headteacher, Additional Learning Needs Co-ordinator and the class teachers work closely with the Local Education Authority (LA) to provide any equipment, modification to any equipment or the premises which will enable a disabled child or member of staff to undertake a full education or employment at Baglan Primary School.

In order to achieve this we will:

- In partnership with the LA, identify and remove any physical and procedural practices which could disadvantage a disabled child.
- Promote understanding of disability as an equality issue.
- Incorporate disability issues into the curriculum and school life, e.g. assemblies when appropriate.
- Ensure that we speak of disability using the correct language.
- Promote positive images of disability through school resources.

Policy for Multi-Cultural Education

Aims

- To develop a respect, knowledge and understanding for other cultures, religions and ways of life that are present in our increasingly global society.
- To nurture the self-esteem and sense of self of all pupils.
- Contribute to pupils understanding of the positive role they have to play to develop a just and fair society.
- Combat inequality and discriminatory practices.

Rationale

Children need to develop a respect, knowledge and understanding for other cultures, religions and ways of life if they are to play a positive and effective role in our increasingly global society. A knowledge and respect for others goes part way to challenging inequality.

Strategies to ensure that a multi-cultural outlook permeates the life of the school:

- Celebrate the diversity of language, culture and religious belief in our school and the wider society.
- Celebrate world festivals and note the achievements of people from all cultures around the world.
- Purchase of resources will reflect the diverse range of cultures and religions in our society.
- Displays around the school will celebrate the diversity of cultures around the school.
- Recognise the valuable resources our children, parents, staff and community visitors can bring to our multi-cultural education.

Policy for Employment and Staff Development

Aims

- To ensure all staff feel valued members of the school community.
- To enable all staff to reach their potential.
- To support staff in their professional development.
- Relationships of the staff to act as role models to the children and their parents.

Rationale

Our Equal Opportunities Policy is guided by legislation and LA policy. We are committed to ensuring that all adults working at and applying for a position at Baglan Primary School receive full and equal consideration through the whole recruitment process.

In order to achieve this we will:

- Follow the guidelines laid down by the LA when new recruitment is made.
- Ensure all staff are made aware of our equal opportunities policy and are supported when discriminatory situations arise.
- Ensure all staff will receive details of professional courses operated by the LA and local teaching training establishments.
- Using informal staff development interviews and performance management procedures to ensure there is a mutually agreed focus for personal professional development in writing within agreed time scale.

Date agreed: 28.03.2023

Headteacher: Mrs N E Morgan

Chair of Governing Body: Mr L Rees

Date for Review: Spring 2026