

Kempsford Church of England Primary School
"Together, we will RISE."

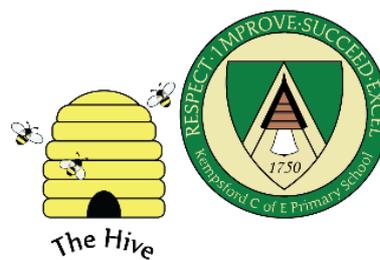
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Equal Opportunities Policy

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Document History

Version	Date	Comments
1.0	November 2024	Approved by FGB
2.0	Sept 2025	Annual Review
Next Review Date September 2026		

Statement of Intent / Scope of the Policy

This policy statement outlines the commitment of the staff and Governors of Kempford Church of England Primary School to ensure that equality of opportunity is available to all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents
- Governors
- Visitors to the school

The implementation of the policy is the responsibility of all individuals within the school community. Equal opportunities should permeate all aspects of school life and is the responsibility of every member of the school community.

At Kempford Church of England Primary School we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of: -

- Age
- Sex
- Race
- Marriage or civil partnership
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

This policy accords with the Equalities Act 2010.

Policy Aims

This policy statement outlines the commitment of the staff and Governors of Kempsford Church of England Primary School to ensure that equality of opportunity is available to all members of the school community.

- We promote the principle of fairness and justice for all through the education that we provide in our school.
- 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.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth.
- We celebrate the individuality and cultural diversity of the community centered on our school, and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by 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.
- We seek to ensure that all pupils applying for a place will be considered without discrimination.

Responsibilities

Headteacher

- It is the Headteacher's role to implement the school's policy on equal opportunities, and they are supported by the Governing Body in so doing.
- It is the Headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointment panels give due regard to this policy.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- The Headteacher promotes respect for others.
- people in all aspects of school life; in collective worship, for example, respect for other people is a regular theme.
- The Headteacher views all incidents of unfair treatment, and any incidents related to the protected characteristics under the Equalities Act, with due concern.

The Class Teacher

At Kempsford Church of England Primary School, class teachers ensure that all pupils are treated fairly and with respect. We do not directly or indirectly discriminate against any child. When selecting classroom material, teachers strive to provide resources which give positive images, and challenge stereotypical images of minority groups or genders. We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. All our teachers and support staff challenge any incidents of prejudice or discrimination. We record any incidents on CPOMs and draw them to the attention of the Headteacher.

The Governors

In this policy, the Kempsford Church of England Governing Body has set out its commitment to equal opportunities, 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 Governing Body collects analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no specific group of pupils is underachieving. To do this, we monitor:

- admissions.
- pupil progress data.
- attainment.
- exclusions.
- rewards and sanctions.
- parents' and pupils' questionnaires.

The Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The Governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities. The Governing Body will, where appropriate, make reference to arrangements for disabled pupils.

The Governors welcome all applications to join the school, whatever background or disability a child may have (see the School's Admission Arrangements Policy).

The Governing Body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case individually and sensitively, and with respect for the child's cultural traditions.

Ethos and Atmosphere

At Kempsford Church of England Primary School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

There should be an 'open-ness' of atmosphere which welcomes everyone to the school. The

children are encouraged to greet visitors to the school with friendliness and respect.

The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.

Provision is made to cater for the spiritual needs of all the children through planning both assemblies and classroom activities.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.

The adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity.

The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs, including the more able by carefully assessed and administered programmes of work (see SEND policy).

The school provides an environment in which all pupils have equal access to all facilities and resources.

All pupils are actively involved in their own learning.

A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

The taught curriculum

At Kempsford Church of England Primary School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum.

Our planning takes account of the differing needs of pupils and their progression.

We have a commitment to evaluate our curricular outcomes each term to ensure that what we have planned takes place. These evaluations are completed by the senior Leadership team.

Resources and Material

The provision of good equality resources and material within Kempsford Church of England Primary School is a high priority. These resources should:

Reflect "the reality of an ethnically, culturally and sexually diverse society."

Reflect a variety of viewpoints.

Show positive images of males and females in society including people with disabilities Reflect non-stereotypical images of all groups in a global context.

Include materials to raise awareness of equal opportunity issues.

Be equally accessible to all members of school community consistent with health and safety does not include explicitly and implicitly racist, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality.

Language

We recognise that it is important at Kempsford Church of England Primary School that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes.
- does not offend creates and enhances positive images of particular groups identified at the beginning of this document.
- creates the conditions for all people to develop their self-esteem.
- uses non-pejorative terminology in referring to particular groups or individuals eg Inuit rather than Eskimo, Native Americans rather than Red Indians.

Extra-curricular provision

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (eg sports helpers, coach drivers).

Provision for Bilingual pupils

We undertake at Kempsford Church of England Primary School to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

Traveller children

Those from refugee families

Pupils whose home language is not a standard form of English.

Pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in standard English, we believe that their home language should be celebrated and respected.

Equal Opportunities

We endeavor to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in RE topics and through collective worship, the children learn the importance of various religious festivals to Muslims, Jews, Hindus, Buddhists and Sikhs.

Disability Non-discrimination

Some children in Kempsford Church of England Primary 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. The school fully

meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to endeavoring to provide an environment that allows disabled children full access to all areas of learning.

In some circumstances, teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

Gender Equality

We recognize that in some subject areas the achievement of one gender may be greater than the other. We are committed to seeing all individuals and groups of pupils making the best progress possible at Kempford Church of England Primary School by eliminating gender biased resources and purchasing materials that interest and stimulate all.

We realize 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 performance. We also seek to ensure that policies designed to improve one gender's attainment do not do so at the expense of the other.

Monitoring and Review

It is the responsibility of our Governing Body to monitor the effectiveness of this policy. The Governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school.
- monitor the staff appointment process.
- monitor attendance.
- require the Headteacher to report to Governors annually on the effectiveness of this policy.
- Take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity.
- monitor the school's behaviour record, and the numbers of exclusions to ensure fair and justified reasons.
- Review participation in enrichment or extra – curricular activities.
- Monitor the log of racist or sexist incidents.

This policy will be reviewed by the Governing Body every three years, or earlier if it is considered necessary.