



St Denys Primary



Creativity Challenge



Achievement for All



St. Denys Primary School
Equal Opportunities Policy

Aims of Equal Opportunity Policy

Equality of opportunity at St Denys Primary School is about providing equality and excellence for all in order to promote the highest possible standards of attainment. Equality of opportunity applies to all members of the school community: pupils, staff, governors, parents and community.

It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all, and that all pupils are prepared for full participation in a diverse society that is multi-ethnic, multi-faith and multilingual.

Equality Statement

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations between people who share a protected characteristic and people who do not share it.

We welcome our duties

To promote community cohesion (under the Education and Inspections Act 2006)
To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

Publish information every year about our school population
Outline how we have due regard for equality and how we promote community cohesion
Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

School Principles of Equality

St Denys Primary School is committed to:

Preparing children for life in a diverse society and world.
Enabling children learn to respect and value the linguistic, cultural and religious diversity in school and the wider community.
Developing children's sense of personal and cultural identity.
Meeting the diverse needs of pupils
Acknowledging the existence of discrimination and being proactive in tackling and eliminating discrimination of all kinds.
Making the school a place where everyone, irrespective of their gender, citizenship, ethnic or national origin or faith feels welcome and valued.
Ensuring that the principles of equality are an integral part of all planning and decision making within the school.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- Their age
- A disability
- Their ethnicity, colour or national origin
- Their gender
- Their gender identity (they have reassigned or plan to reassign their gender)
- Their marital or civil partnership status
- Their being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation.

The school opposes all forms of racism, harassment, prejudice and discrimination. Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policies and guidelines such as those for anti-bullying and dealing with discriminatory incidents.

Leadership, Management and Governance

All school policies reflect an implicit commitment to equal opportunities:

The school will be proactive in promoting equality, good relations and tackling unlawful discrimination through the curriculum, assemblies, circle time and PSHE/citizenship.

The school will ensure appropriate support for pupils of different groups.

The school will work in partnership with others to tackle discrimination and promote good equality practice.

We will encourage and enable staff and students to reach their full potential.

Key Responsibilities

The governing body is responsible for ensuring the school fulfils its legal responsibilities, in promoting equality and that the strategies in the policy are implemented.

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

There is a member of staff responsible for coordinating equality work (including racial equality) and dealing with reported incidents of discrimination and harassment.

All staff are expected to deal with discriminatory incidents that may occur; to know how to identify and challenge bias and stereotyping; to support pupils in their class for whom English is an Additional Language and to incorporate principles of equality and diversity into all aspects of their work.

To monitor all incidents of discrimination, ensuring that appropriate action is taken by the school.

Implementing the policy

We will ensure that the principles and procedures above feature in all policies and practices especially;

- Pupils' progress, attainment and assessment, including ethnic monitoring.
- Behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- The content of the curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities.

Specific measures to ensure that the policy is effective

Admissions and Attendance

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged.

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity.

All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.

Assessment, Pupil Achievement and Progress

All pupils have the opportunity to achieve their highest standards. Baseline Assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

Behaviour, Discipline and Exclusions

The school expects high standards of behaviour from all pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and applied in line with the principles of this policy.

Personal Development and Pastoral Care

Pastoral support takes account of cultural, religious and ethnic differences and the experiences and needs of all children.

Partnership with Parents and the Community

The school works in partnership with the parents and the community to develop positive attitudes to diversity and to address specific incidents.

Staffing : Recruitment and Professional Development

The school adheres to recruitment and selection procedures, which are fair, equal, and in line with statutory duties and LA guidelines.

Responsibilities

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation.

Monitoring and Review

The senior leadership team will collect, study and use quantitative and qualitative data relating to the implementation of this policy.

Analysis of pupil performance by different groups enables the identification of patterns of underachievement and the school will ensure action is taken to counter this. The progress and targets of following groups of students will be monitored by the Full Governing Body on a termly basis:

- Pupil Premium
- EAL
- Looked After Children
- Gifted and Talented
- Gender

This policy will be reviewed every two years to ensure that it does not disadvantage particular sections of the community.

The member of staff responsible for Equal Opportunities will evaluate the effectiveness of the policy annually. The member of staff responsible for Equal Opportunities is: Billy Davies, Deputy Head Teacher.

Equality Objectives

The Governing Body have set the following Equality Objectives for the four academic years commencing 2024/25. These will be monitored by the Governing Body regularly, and reviewed at least annually in the summer term.

- Narrowing gaps in attainment between pupil premium and non-pupil premium pupils.
- Ensure effective use of Pupil Premium, closely monitoring its impact on disadvantaged pupils.
- Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities.

