



**Baildon Church of England Primary School and Nursery**

## **Equal Opportunities Policy**

January 2017

### **Policy Approval**

<b>Capacity</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Head Teacher			
Chair of Governors			



# Equal Opportunities Policy

Revision 01.00

## Mission Statement

**In our school we celebrate being part of God's family. We inspire our children with a love of learning in a safe, happy environment, which will enable them to flourish and reach their individual potential.**

### 1. Introduction

Baildon Church of England Primary School and Nursery believes wholeheartedly in the principle that all people have fundamental human rights and this is the core of the School's determination to provide equal opportunities to all staff and pupils.

The School develops and maintains practices that promote the right for everyone to participate in all aspects of school life by employing initiatives that remove barriers to participation and by actively pursuing a policy of inclusion.

The School accepts that prejudice, discrimination and inequality of opportunity exist within life, but is committed to challenging and redressing these injustices in the everyday running of the School.

These principles are exhibited in the School's policies on:

- Admissions
- School Behaviour
- Health and Safety
- Religious Education
- Accessibility Plan

### 2. Aims and Objectives

The School's staff and the Governing Body endeavour to implement policies and practices that are based on the idea of equal opportunity and non-discrimination.

The School strives to:

- act positively and have due regard for the need to challenge and eliminate discrimination within the School and the wider community
- provide a positive and caring environment that reflects the Christian values of the School
- promote equal opportunity in its admission policy
- promote equal opportunity for the whole community
- admit children regardless of gender, race, religion, social group, disability or special needs, whilst maintaining a high standard of educational and personal development
- promote general values and attitudes that relate to equal opportunity for all

### 3. Principles

Baildon Church of England Primary School and Nursery constantly directs effort into creating and maintaining an environment where all children and staff are encouraged to develop their self-esteem and a healthy respect for others.



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All staff and children are encouraged to:

- develop a sense of self-worth
- develop a willingness to express their own thoughts, feelings and ideas
- recognise their own achievements
- develop a knowledge of the achievements of their own gender, culture, ethnicity and social groups
- comprehend the rights of others and the principles of equal opportunity
- develop a sympathetic understanding of the ideas, feelings and opinions of others
- to appreciate the achievements of others regardless of social or ethnic group
- recognise the damaging effects of prejudice and discrimination on rejected individuals and groups
- understand the dangers of stereotyping individuals and groups

#### 4. Curriculum and Learning

Baildon Church of England Primary School and Nursery ensures that each child has equal access to all areas of the curriculum.

Children with special needs are withdrawn from class at appropriate times and careful attention is paid to the balance between one-to-one work and integrated work with the remainder of the class.

The School ensures that there is no gender bias in any school activity when and wherever possible.

For core curriculum subjects pupils are grouped according to ability so as to make sure that all levels are appropriately challenged. The groups are not divided along any other lines.

It is standard practice that classroom groups are kept as mixed gender groups in order to encourage opportunities for collaboration between girls and boys. Furthermore, there is no gender discrimination when allocating equipment and tools for technology and practical learning sessions.

Pupils of both genders participate equally in all sporting activities such as football, netball, rounders, and tag rugby.

All extra-curricular and after-school clubs and activities are open to pupils of both genders. Where both genders participate in such clubs, mixed gender teams are encouraged.

The School is attended by pupils that do not come from a Church of England background. The School includes study of other cultures, races and religions as part of its efforts to broaden the understanding of all its children.

Our Religious Education Policy reflects the School's desire to teach a positive understanding of other religions. At various stages in a pupil's journey through the School he/she will study other cultures through stories, texts, music, art and project work.



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The School promotes positive attitudes towards disability and pupils are encouraged to be understanding of and supportive towards those with such difficulties.

When and wherever necessary the School will work closely with other professionals such as Speech Therapists, Physiotherapists, Occupational Therapists, in order to provide disabled pupils with the appropriate support to overcome or minimise the problems caused by their incapacity.

### 5. Behaviour

Sometimes incidents take place that are not overtly sexist, racist or discriminatory in any other way, but do include an element of bullying, name-calling, insult or rejection. These are dealt with appropriately by staff under the provisions of the School Behaviour Policy.

It is always made clear that it is the behaviour rather than the child that is unacceptable.

### 6. Staff, Governors, Parents and Other Visitors

The School's Human Resources activity, including recruitment, retention and remuneration, is carried out in accordance with the LA's Equal Opportunities in Employment Policy.

All governors, parents and other members of the community are encouraged to become involved in the life of the School.

The School's Accessibility Plan describes the efforts that have been made and continue to be made with regard to accommodating the needs of all who attend or visit the School.

### 7. Appendices:

Appendix	Title
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### 8. Revision History

Revision	Author	Revision Notes	Date
01.00	M R Bryan	First revision	05-Dec-14
02.00	M Connor	Policy Update	January 2017



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### Appendix 1: Terms and Definitions

As defined in the Comprehensive Equality Policy of OCC March 2004

Term	Definition
Institutional racism	The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic groups.
A Racist Incident	Any incident which is perceived to be racist by the victim or any other person.
Victimisation	When a person is treated less favourably than another because he/she has brought proceedings, given evidence, or raised a complaint under the Disability Discrimination, Race Relations or Sex Discrimination Acts.
Harassment	Unwanted conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.
Direct Discrimination	Treatment of a person less favourably than others would be treated in the same or similar circumstances, on the grounds of their sex, race etc...
Indirect Discrimination	The application of a provision, criterion or practice, which although applied equally to both sexes or all racial groups etc... has the effect of excluding, penalising or treating less favourably a particular group, causing a detriment to those unable to comply and which cannot be justified.