



**Jacksdale Primary School & Nursery**

# **EQUALITY AND EQUAL OPPORTUNITIES POLICY**

Reviewed: September 2024

Next review due: September 2027

## Opening statement

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

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

(These are known as protected characteristics)

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

**1** A good education for all our pupils is possible only if equal opportunities practices are an integral feature of all aspects of the life of the school and are applied to all members of our school community – children, parents, staff, governors and visitors.

**2** Equal Opportunities practices should be evident in

- the formal curriculum (the programme of lessons);
- the informal curriculum (extra-curricular activities); and
- the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc.).

**3** All members of the school should be aware of our equal opportunities policies. This includes pupils, teaching staff, teaching assistants, site staff, kitchen staff, midday supervisors, office staff, governors and parents.

**4** Any member of the school acting in a manner contrary to the spirit of the policy should be made aware of the unacceptable nature of his/her behaviour.

Equal opportunities issues should be applied to all aspects of our school life. This should be kept in mind when reading the points outlined below, which cover the main areas.

## **1 Religion**

1.1 We acknowledge that members of the school may come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others.

1.2 With regard to the teaching of RE we consider that the role of the teacher is that of educator and not that of evangelist. We do not seek to make pupils religious, but to teach them about religion. We have had formal staff training in order to understand the legal requirements of religious education and understand and have formally adopted the Nottinghamshire Syllabus, as of December 2018.

### **Culture, class and race**

1.3 We acknowledge that members of the school come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony.

1.4 We recognise the inequalities of opportunity which exist within society for individuals and groups and are determined to take positive action to enable every individual to raise his/her self-esteem, expectations and performance so as to have wider choices in life.

1.5 We understand the need to be different without being excluded for personal choices or those of our immediate family / community.

1.6 We are happy for pupils to wear special forms of dress where these are an essential part of their religious or cultural background - sikhs' turbans, muslim girls' headscarves etc.

1.7 We value the history, experience and contribution of a multicultural community and seek to express this in the curriculum and life of our school: all members should feel that their language or dialect is valued and that bilingualism is regarded as advantageous. We try to counter negative, patronising and stereotyped views: a prime cause of prejudice is ignorance and misunderstanding.

1.8 We make use of immediate community links (parental input / Selston High School / language leaders within Nottinghamshire County Council) to promote, understand and embed knowledge which can be shared within our local school community.

1.9 We will not tolerate racist behaviour in any form. Should this occur, it will be formally reported to the Governing body.

1.10 We actively seek the involvement of our pupils' parents and inform them of our commitment to developing mutual respect.

## **2 Gender**

2.1 As a school, we accept that there are gender inequalities in our society which impose limits, so we constantly examine our curriculum, procedures and materials for gender bias or inequality.

2.2 We encourage pupils to be aware of the rigid sex stereotypes presented by, for example, the media. We try to ensure that our resources include non-sexist books and media which value the achievements of women as well as men.

2.3 We are committed to providing a curriculum which avoids unnecessary historical gender divisions. All pupils experience subjects previously considered to be suitable for a single sex e.g. rugby, netball, cooking, sewing etc.

2.4 We ensure

- that teachers allocate their time fairly between the sexes,
- that all pupils have opportunities for working with pupils of both sexes,
- that we break down traditional sex stereotypes (for example by not asking boys to move furniture while girls tidy up),
- that pupils have opportunities for examining their own pre-conceived ideas of gender-roles,
- that pupils are encouraged to pursue less conventional subjects and interests (for example, girls to read more non-fiction and boys more fiction; girls to develop sporting interests, boys creative skills),
- that wherever possible, classes have equal numbers of boys and girls.
- that we challenge gender specific language, including slang terms and phrases.

2.5 We do not differentiate between the sexes in respect of our school uniform – both sexes may wear trousers / shorts of their choice in line with the uniform policy, though girls may also choose to wear skirts or dresses and these should be of appropriate length (knee length).

### **3 Sexuality**

3.1 As a school, we make no assumptions about the sexuality of any of our members.

3.2 In our curriculum, sexuality is taught within the context of relationships (One love). Whilst heterosexual relationships are the most common in our society, we acknowledge that a significant number of our pupils will develop a homosexual or bisexual orientation. Discussion of homosexuality is therefore included in the sex education programme for our year 5 and year 6 pupils (and these sessions are led by qualified specialist in the summer term). In addition, pupils' questions are answered, as they arise, as honestly, factually and non-judgementally as possible.

3.3 Derogatory name-calling (of any sort) is unacceptable. Should it occur, the behaviour policy and procedures will be implemented.

### **4 Special educational needs**

4.1 We welcome pupils with special needs. We undertake to assess and meet the needs of all our pupils as far as we are able. We aim to create a happy and educationally exciting environment in which all pupils can prosper.

4.2 We avoid stereotyped assumptions about the behaviour of boys and girls as these can often influence safeguarding procedures.

4.3 Because pupils develop at different rates for different activities, we adopt a child-centred approach to learning which is based on each pupil's needs.

4.4 We ensure that pupils with physical disabilities are facilitated in participating in the school's curriculum to the fullest possible extent.

4.5 Pupils with special educational needs constitute a very diverse group: they include pupils with physical, emotional, behavioural, medical conditions or learning difficulties, those with impaired sight or hearing. We acknowledge that especially able pupils have special needs, too.

4.6 We seek assistance from a wide range of agencies where appropriate: for example speech therapists, occupational therapists, medical practitioners, psychologists, social workers and the staff of the SALT.

4.7 We ensure that pupils with special needs are fully included in extra-curricular activities and that consideration is given to involvement in competitive sports.

(See also special educational needs policy)

## **5 Recruitment and selection**

5.1 We adhere to the recommendations as stated by Nottinghamshire County Council,

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