



# Brackenhill Primary School

## Equal Opportunities Policy

### Introduction

The Governing Body has responsibilities, both legal and moral, to ensure that discrimination on the grounds of race, sex, or disability does not take place in the school. This Policy was drawn up in lines with DfE requirements and with reference to the Local Authority strategy for Educational Inclusion in Bradford.

It should be read as an overarching policy for our Special Educational Needs, Inclusion, Disability Awareness, Personal, Social Health and Citizenship Education, Race Equality Policies and the school Equality and Diversity Plan. Inclusion and Equal Opportunity are at the core of all Brackenhill Primary School Policies, which promote the teaching and learning, achievement, attitudes and well being of every child.

The following legislation applies:

- Race Relations Act 1976
- Race Relations (Amendment) Act 2000
- Disability Discrimination Acts 1995 and 2004
- The Special Educational Needs and Disabilities Act 2001
- Equal Pay Act 1970
- Sex Discrimination Act 1975.

This policy promotes equality of opportunity throughout the school and includes all members of the school community, children and adults.

### Aims and Values

The school aims to tackle discrimination and promote equality and inclusion across all areas of school activity.

- To ensure that equality of access and of opportunity is applied consistently throughout all aspects of school provision.
- To join together teaching and support in such a way that barriers to learning and participation are overcome.
- To recognise, value and celebrate the achievements of all members of the school community and promote their self-esteem.
- To create a positive, safe, high-quality environment in which everyone is valued and shown respect, regardless of race, gender, language, religious or cultural background in a climate of understanding tolerance and harmony.
- To address and raise standards of education and attainment for under attaining groups as identified by the Department for Children, Schools and Families.
- To use resources in school and the local community to sustain active learning for all.
- To ensure that all statutory requirements and guidelines in regard to inclusion and equal opportunities are met.

### Commitments

The school is committed to:

- Being proactive in promoting equality, tackling discrimination and promoting inclusion
- Encouraging, supporting and enabling all pupils and staff to reach their potential
- Working in partnership with parents and the wider community to establish, promote and disseminate equality good practice and tackle discrimination
- Ensuring that this policy is followed

## **Types of Discrimination**

Discrimination can be direct or indirect.

Direct discrimination:

- Consists of treating a person less favourably on the grounds of race, sex or marriage;
- consists of not making reasonable adjustments to remove disadvantages faced by a disabled person;
- may manifest itself in a range of ways from racist name-calling and bullying to assessing pupils differently because of teachers' low expectations and attitudes.

Indirect discrimination is more subtle and is visible in outcome rather than intention. It means that conditions are stated for a job which seem to apply to all groups but in effect will result in a fewer people from particular groups complying with them.

## **General Principles**

There must be no differentiation:

- in teaching or opportunities offered to pupils on the grounds of race, sex, colour, or ethnic origin;
- in the treatment of, or opportunities of staff on the grounds of race, sex, colour, sexuality, marriage or ethnic origin;

Reasonable adjustments must be made to remove disadvantages faced by a disabled member of the staff or pupil.

## **Admissions**

Admissions of pupils with a Statement of Special Educational Needs will be given priority over other applications for admission, providing the facilities at the school are adequate for the needs of the child or that it is reasonable to make adjustments to cater for the pupil's needs.

## **Staffing**

- Where a disabled person applies for a post or a member of staff becomes disabled the school will make reasonable adjustments to remove the disadvantages faced by the disabled person.
- Vacancies will normally be advertised externally, with vacancies for Head or Deputy Head Teacher being advertised throughout England and Wales. However, where a suitable internal candidate exists for other posts, the Governors are under no obligation to advertise the post outside the school.

## **Responsibilities – include:**

People with specific responsibilities:

Ms Helen Metcalf, Headteacher, has specific responsibility for dealing with reported incidents of racism, racial harassment, bullying, verbal or physical abuse or other types of discrimination.

Mrs Nair Ishtiaq, school Inclusion Manager, has responsibility for co-ordinating specific inclusion work for special educational needs and disability.

Miss Tija Serrant is the governor identified for educational inclusion and equality issues.

## **Governing Body**

- Ensuring that the school complies with relevant legislation
- Ensuring that the policy and its related procedures and strategies are implemented

## **Headteacher**

- Implementing the policy and its related strategies and procedures
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- Taking appropriate action in any cases of discrimination
- Co-ordinating equality work
- Dealing with reported incidents of racism or racial harassment

### **All Staff**

- Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping
- Promoting equality and good race relations and not discriminating on any grounds
- Keeping up to date with relevant legislation by attending training and information opportunities

### **Visitors and Contractors**

- Being aware of, and complying with, the school's Equal Opportunities Policy

### **Breaches of this Policy**

- All staff are responsible for taking immediate action in the event of any discrimination reported to them or witnessed by them.
- Such discrimination must be reported immediately to the Head Teacher, and details entered in the racial incident returns.
- The Head Teacher is responsible for taking any further action required to prevent reoccurrence.
- The Chair of Governors must be informed by the Head Teacher of incidents of racial discrimination in the half term report to Governors.
- The Headteacher is responsible for providing information of racial incidents in LA returns.

### **Accessibility**

- The governing body has a duty to prepare an accessibility plan which details how the school intends to take reasonable steps to ensure access and inclusion. The plan will look at:
- The extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is usually provided in forms they cannot access
- Physical adjustments will come through the planning duty of the Local Authority and in terms of disabled pupils with special educational needs, will also be provided through SEN provisions.

### **Health and Safety**

Health and Safety must always be considered when carrying out any activities. If there is a conflict between a policy, procedure, or scheme of work and a Health and Safety consideration, the latter will always take precedence.

### **Policy Planning and Review**

The governing body has a duty to assess and monitor the impact of its policies on pupils, parents, carers and staff. This will be done through:

- Considering issues of equality in policy planning and development.
- Using monitoring data to monitor attainment and progress of pupils, leading to target setting.
- Regularly reviewing, monitoring and assessing policies and strategies.
- Building equality questions into school self-evaluation.
- Ensuring that information cannot be used to identify individuals.

This policy was adopted by the Governing Body 9<sup>th</sup> February 2011 and will be revised in 2013 or sooner if necessary.

Approved by Governors

Headteacher \_\_\_\_\_ Date \_\_\_\_\_

Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_