

## **EQUAL OPPORTUNITIES POLICY 2021-22**

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy Alvanley and Manley Federated Primary Schools will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, race, sexual orientation and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, and governors in addition to visitors to Alvanley and Manley Federated Primary Schools.

### **1. Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination on the grounds of:

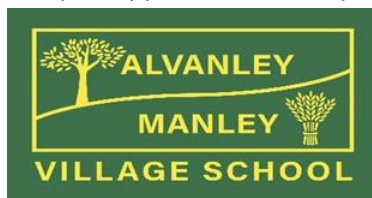
- disability
- race (including ethnicity)
- gender / gender re-assignment
- religion / belief
- sexual identity / orientation
- race
- pregnancy / maternity.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimisation. Alvanley and Manley Federated Primary Schools will seek to achieve positive action in respect of the Act.

**It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.**

Alvanley and Manley Federated Primary School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish relevant information on the school's website:

- (i) Equality Information by 31 December 2011 (for schools with more than 150 employees although this does not currently apply to our schools).
- (ii) our Equality Objectives from 6 April 2012 and to monitor, and report upon these annually.



## **2. Good Practice:**

- We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.
- We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
- We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
- We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log bullying incidents directed towards those with special educational needs.

## **3. Guiding principles**

In fulfilling the legal obligations cited above, we are guided by nine principles:

### **Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity.

### **Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

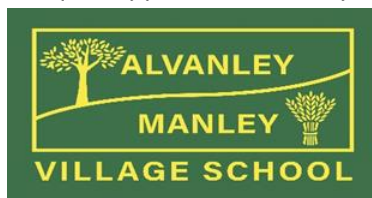
- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- sexual identity.

### **Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging**

Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;

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- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

### **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- **heterosexual and non-heterosexual people**

### **Principle 6: We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- **heterosexual and non-heterosexual people**

### **Principle 7: We address prejudice and prejudice related bullying**

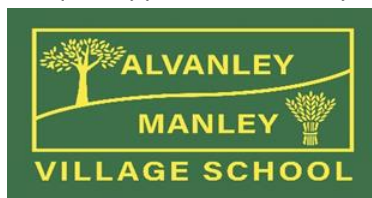
We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism, homophobia **or transphobia**.

### **Principle 8: Society as a whole should benefit**

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

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- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- **heterosexual and non-heterosexual people**

### **Principle 9: Objectives**

Each year we formulate and publish specific and measurable equality objectives based on the evidence we have collected.

### **4. Arrangements, Roles and Responsibilities**

- The equality employment information will be monitored and reported to the Governing Body on an annual basis.
- Alvanley and Manley Federated Primary Schools will ensure full compliance with the Equality Act 2011 when renewing or reviewing policy or practice.

### **5. The Curriculum**

- Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjusted as appropriate to ensure that equality groups are supported positively.
- All other data relating to whole school monitoring will also include equality information so that groups are supported positively.
- When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect the Guiding Principles as set out above.

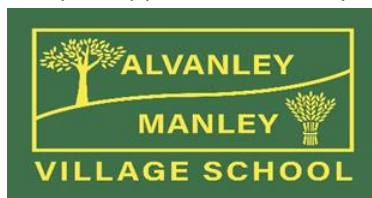
### **6. Ethos and Organisation**

We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with: pupils' progress, attainment and achievement to pupils' personal development, welfare and well-being to teaching styles and strategies admissions and attendance, staff recruitment, retention and professional development care, guidance and support behaviour, discipline and exclusions working in partnership with parents, carers and guardians working with the wider community.

### **Staff and Governors**

- The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and any action plans are implemented.
- A member of the Governing Body has the role of monitoring the implementation of this policy.
- The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

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- The Head Teacher has day-to-day responsibility for co-ordinating implementation of this policy.

### **All staff are expected to:**

- adhere to this policy;
- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school; **and never knowingly discriminate against any child**
- deal with **and challenge** any prejudice related incidents that may occur;
- plan and deliver curricula and lessons in which the Guiding Principles are reflected – **resources providing positive images / challenging stereotypical images of minority groups.**
- provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion through CPOMS;
- attend appropriate training that enables Alvanley and Manley Federated Primary Schools to keep up-to-date with equality issues.
- All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.  
Alvanley and Manley Federated Primary Schools are opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community.

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| Date Authored              | <b>MARCH 2021</b>         |
| Date Ratified By Governors | <b>MARCH 2021</b> 1943387 |
| Date for Review            | <b>MARCH 2024</b>         |