



# Equal Opportunities Policy

Approved by: LIA Governing Board

Date of Ratification: October 2021

Frequency of Review: 3 Years

Next Review: October 2024

## CONTENTS

	PG
1. Introduction	1
2. Aims	1
3. Valuing Diversity	1
4. Equality Issues	1
5. Roles and Responsibilities	2
5.1 Headteacher	2
5.2 Governors	2
5.3. Staff	2
5.4. Pupils	2
5.5 Parents /Guardians	3
6. Recruitment	3
7. Whistle-blowing	3
8. Monitoring Arrangements	3
9. Links with Other Policies	3

## 1. Introduction

At LIA Primary School, we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person.

Equality and diversity issues are integral to all we do and are imbedded within our faith. Everyone in the school is aware that, if they think or feel that they are being treated unfairly and they think it may be to do with any of the protected characteristics stated in the Equalities Act 2010, they should expect this to be investigated and that any issues that emerge to be addressed.

Adults should expect employment practices to be fair and transparent. The school works within the expectations set out by the Equalities Act 2010.

Although the governing body and the head teacher are ultimately responsible for ensuring that discrimination doesn't occur, **ALL** employees 'have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements.

## 2. Aims

At LIA we aim:

- To provide an environment in which all our children/adults feel comfortable irrespective of any protected characteristics
- To instil in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living
- To nurture cultural, religious and linguistic diversity
- To be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home
- To ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate
- To ensure that the provision for children with additional needs, including gifted children are catered for – and those of adults
- To ensure members of the senior leadership team are made aware of any issues which contravene the policy in order that the Headteacher can tackle the issue appropriately

## 3. Valuing Diversity

We believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation, discrimination still exists and it is for us to strongly address this, when and if it does.

We provide our children and adults strategies to deal with it, to know how to address discrimination if they hear it in others and how to know that discrimination is completely unfair and, as such should not be tolerated.

## 4. Equality Issues

We believe it is important that the children feel proud of their culture, language, religion and skin colour, and respect those of their peers. We aim for our school resources, such as dolls, jigsaws etc. used in our school are chosen to reflect the ethnic diversity of the school and to show all communities and individuals within communities in a positive light. Festivals and customs associated with cultures are explained and the children's ethnic backgrounds and interests used wherever possible in our delivery of our curriculum.

We teach our children/adults to understand and value the religions and religious beliefs and practices of their peers. We visit a variety of places of worship as part of our RE work, and look at different ways where cultural diversity can be celebrated as part of the curriculum.

We provide a curriculum where girls as well as boys have equal access to all areas of the curriculum we offer. Children and adults are not discriminated against and recruitment practices are fair and transparent.

As a school we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning programmes and strategies can be devised and the curriculum modified so that they can be effectively used in meeting the above needs. Individual pupil progress is monitored and assessed regularly and strategies are modified accordingly to support individual children with learning needs. Close links with the parents/carers of children with special educational needs are maintained and the expertise of our staff; and of the relevant outside agencies where possible are utilised to assist us in meeting the needs of our children.

We assess our curriculum in order to ensure it is accessible to pupils with a disability/disabilities and seek professional advice and training to support both our teaching and pupil learning.

## **5. Roles and Responsibilities**

### **5.1. Headteacher**

- Will ensure that staff, parents/carers, pupils/students and visitors are engaged in the development of and informed about the Equality Policy
- Will oversee the effective implementation of the policy ensure staff have access to training which helps to implement the policy
- Will develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- Will monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy

### **5.2. Governing Body**

- Will ensure that the objectives arising from the policy are part of the School Development Plan when necessary (SDP)
- Will support the headteacher in implementing any actions necessary
- Will engage with parents and partner agencies about the policy
- Will evaluate and review the policy

### **5.3. Staff**

- Will be involved in the development of the Policy
- Will be fully aware of the Equality Policy and how it relates to them
- Will understand that this is a whole school issue and support the Equality Policy
- Will make known any queries or training requirements

### **5.4. Pupils**

- Will be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability

- Will be expected to act in accordance with the Policy
- Will be encouraged to actively support the Policy

### **5.5. Parents / Guardians**

- Will have access to the Policy through a range of different media appropriate to their requirements.
- Will be encouraged to actively support the Policy
- Will be encouraged to attend any relevant meetings and activities related to the Policy
- Will be informed of any incident related to this Policy which could directly affect their child

### **6. Recruitment**

We welcome applications from staff from a range of cultural and ethnic backgrounds. All members of staff have fair access to training and development opportunities. Equal pay legislation is adhered to at LIA. All staff and volunteers are expected to be aware of this policy and the procedures related to it. Any member of staff is expected to challenge and report inappropriate behaviour to the Senior Leadership Team who will follow this up.

### **7. Whistle-blowing**

Any issues of which contravene this policy, or which an individual does not feel has been properly addressed by the Senior Leadership Team can be reported using the steps in the Whistleblowing policy.

### **8. Monitoring Arrangements**

This policy will be reviewed by the headteacher every 3 years but can be revised earlier if required. At every review, the policy will be approved by the full governing board.

### **9. Links with Other Policies**

This policy links with our:

- Whistle-blowing Policy
- Recruitment Policy
- SEND Policy
- Admissions Policy