



CHINLEY PRIMARY SCHOOL

EQUAL OPPORTUNITIES POLICY

INTRODUCTION

Chinley Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Chinley Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

At Chinley Primary School we seek to:

- Eliminate discrimination
- Advance Equality of Opportunity
- Foster Good Relations

AIMS

We aim to:

- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- ensure pupils have a strong sense of community and understand what British Values are and follow them.
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage; and make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole school community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others; and ensure that all reasonable adjustments are made to ensure equality of opportunity



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LEADERSHIP AND GOVERNANCE

Chinley Primary School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community and eliminate any discrimination or harassment.
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equal Opportunities Policy is followed.

RESPONSIBILITIES

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish equality schemes;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinize the recording and reporting procedures at least annually;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy; and be pro-active in recruiting high-quality applicants from under-represented groups.

It is the Headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of any protected characteristics;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required. This entails an investigation following all complaints or concerns linked



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to equal opportunities; record keeping of any breaches of policy or concerns/queries (recording the process and outcomes). In the case of racist, homophobic, bullying or e-safety breaches, records will be kept using the agreed reporting systems from DCC and contained in Chinley School Policies (ref. Bullying Policy).

The Governing Body will be informed of any complaints, breaches or concerns as part of the Headteacher's report to Governors. If there are any safeguarding implications these will be followed up with the Safeguarding Lead Governor as well as reported to the Governing Body (ref. Safeguarding Policy).

Policy Planning and Review

Whilst we have had a duty to develop and publish equality schemes in relation to both gender and disability and a race equality policy, we at Chinley Primary School are considering all aspects of diversity and equality. Our drive towards community cohesion, equal opportunities and spiritual, moral, social and economic aspects of learning are evident in our curriculum and ethos.

Policy planning and development

In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.

All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.

There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. (Achievement and attainment will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group.)

Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

Monitoring and Quality Assurance

Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.

In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity.

The data collected is used to inform further school planning, target-setting and decision-making.

The impact of school policies on all aspects of access, admission and exclusion data will be considered.

Equal Opportunities Policy Reviewed by Peter Lambert

Policy written May 2014 and Reviewed in May 2018 and in January 2021

Revised in accordance with guidelines from Derbyshire County Council.

Agreed by Governing Body. Minute Number: PAS08/260121a

Date: 26.01.2021

Next Review: Jan 2025