



The Gateway Primary Academy

Equal Opportunities Policy

January 2024

Date shared and agreed by governors: Tuesday 7th February 2024

Date due for review: January 2027

This policy will be reviewed every 3 years or more often in response to changes to national /statutory policy.

Introduction

At the heart of The Gateway Primary Academy, we believe that it is the right of **every** pupil to be nurtured to reach their **full potential**. We support our pupils to reach their full potential physically, socially and academically whilst preparing them for a successful future in a multicultural society by celebrating diversity and embracing our British Values.

We are committed to giving **all** our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children. At The Gateway, we work together as a staff to create a community ethos which creates self-worth, value and respect for others.

The Gateway promotes individuality, irrespective of age, attainment, background, disability, race, gender, religion or belief or sexual orientation and creates a fully inclusive learning environment. Our pupils' achievements, attitudes and well-being matter and this policy is intended to help ensure that, where all of our pupils thrive.

This policy accords with legislation:

- Race Relations (Amendment) Act (2000);
- Disability Discrimination (Amendment) Act (2002);
- The Sex Discrimination (Amendment) Act (1986);
- Every Child Matters (2005);
- The Children's Act (2004);
- Employment Equality (Age Regulations) Act (2006)

and will be amended to include any future legislation.

Aims and Objectives:

- Maintain a fully inclusive school community where all pupils, parents and staff are treated equally regardless of age, attainment, background, disability, race, gender, religion or belief or sexual orientation.

- Value each child's worth, celebrating the individuality and cultural diversity of the community in our school and, showing respect for all groups.
- Ensure the principle of fairness and justice for all through the education we provide in our school and through our Behaviour Policy. However, at times, we recognise that doing this may entail treating some pupils differently as a result of their individual needs. For further information, please refer to our Behaviour Policy on our website.
- Ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- Remove any forms of indirect discrimination that may form barriers to learning for some groups.
- Ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- Ensure that no personal prejudice or stereotypical views occur or that these views are challenged swiftly including staff training on unconscious bias.
- Through our PSHE (Jigsaw), RE programmes and acts of collective worship we promote the dignity, worth and essential equality of all of the school community.
- Recognise that the use of language is a powerful tool in the transmission of values and attitudes.

We are aware that prejudice and stereotyping are a result of poor self-image and ignorance. Through the positive educational experiences we provide we aim to promote self-esteem and positive social attitudes and a respect for all.

Racial Equality

At The Gateway we will;

- Seek to eliminate all forms of racism and racial discrimination whether overt, covert or by omission,
- Promote equality of opportunity irrespective of ethnic background;
- Promote positive relations between people of different racial and ethnic groups.

We do not tolerate any form of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school and Kent procedures (see Behaviour Policy).

We aim to make our school welcoming to all ethnic groups. Our curriculum reflects the values, attitudes and respect that we have for all ethnic groups and promote an understanding of diverse cultures through the topics studied by the children. We aim to reflect this in the displays of work shown around the school.

Special Educational Needs and Disability Non-Discrimination

We are as committed to meeting the needs of children with SEND as we are to meeting the needs of all within our school. We will take every reasonable step to ensure that these children are not placed at a substantial disadvantage compared to non-SEND children and aim to provide an environment that allows all children full access to learning. We modify teaching and learning as appropriate for children

with SEND. There are additional details available in our Accessibility Plan, SEN policy and SEN information report (available on the website).

Gender Equality

As a school we recognise that nationally the achievement of boys is falling behind that of girls, particularly with regard to English. We are committed to seeing all individuals and groups of pupils make the best possible progress in our school.

Strategies we use to enhance the learning of boys:

- Begin a lesson by stating the learning outcomes and giving the 'big picture';
- Ensure a range of learning styles are catered for – visual, auditory and kinaesthetic;
- Ensure BLP is embedded across the school through assemblies and day to day practice.
- Embed TASC activities across the curriculum to provide context led learning
- Ensure cross-curricular links are embedded to support boys in making links.
- Provide challenge, competition and short-term goals;
- Give regular positive feedback and rewards.
- Undertake staff CPD to continuously reflect on our practice and enhance learning opportunities

We realise that although gender is one of the key factors affecting educational performance, it effects different sub-groups of boys and girls in different ways. We seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of the girls. To this end we remove resources with gender bias and ensure that boys and girls have equal access to all areas of the curriculum.

The Role of the Headteacher

It is the headteacher's role to:

- Implement the school's policy on equal opportunities.
- Ensure that all staff are aware of the policy and apply these guidelines fairly in all situations.
- Ensure that all appointments panels give due regard to this policy.
- Analyse any behaviour incidents and monitor the impact of action.
- Promote the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- Promote respect for others in all aspects of school life.
- Alongside senior leaders, monitor the achievement of all groups of pupils throughout the year and evaluate how different groups are achieving and then providing additional CPD/guidance to support the different groups.
- Through pupil progress meetings, discuss the attainment of all groups of children and ensure that all staff have aspirational targets for all pupils.
- Provide feedback to the governing body on the achievement of different groups across the school.

The headteacher views all incidents of discrimination and unfair treatment very seriously. Any racist incidents are reported to the headteacher and logged according to Kent guidance. The headteacher will then monitor the follow up to these incidents.

The Role of the Class Teacher

It is the role of the class teacher to:

- Hold high standards and aspirations for all pupils regardless of background (see above).
- Ensure all pupils are treated fairly with respect and given equal opportunities by their peers and adults in school.
- Promote the school values in class through assemblies and day to day teaching.
- Refer any incidents of racist behaviour to the headteacher immediately and record on a school behaviour log.
- Select classroom materials that give positive images and, which challenge stereotypical images of minority groups.

All our teachers and support staff challenge any incidents of prejudice or racism. Incidents are reported to the headteacher and duly logged in accordance with our behaviour policy.

The Role of the Governors

The governing body seeks to ensure that all members of the school community are treated both fairly and equally by:

- Seeking to ensure that all applications for jobs considered equally regardless of age, attainment, background, disability, race, gender, religion or belief or sexual orientation;
- Monitoring incidents relating to equal opportunities and regularly challenging the school on the follow up
- Taking all reasonable steps to ensure that the school properly accommodates people with disabilities and being aware of the school's accessibility plan
- Welcoming all applications to join the school whatever attainment, background, disability, race, gender, religion or belief or sexual orientation the child may have;
- Ensuring that no-one is discriminated against whilst in our school on account of their gender, religion or ethnicity.

In order to check that all pupils are making the best possible progress, and that no group of pupils is underachieving the governing body will monitor, through reports from the headteacher and key members of staff:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

Monitoring and Review

It is the governors' responsibility to monitor the effectiveness of this policy. The governors will therefore:

- Monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- Monitor the staff appointment process, so that no-one applying for a post at The Gateway Primary Academy is discriminated against;
- Require the headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- Monitor the school's behaviour policy, and the numbers of exclusions, to ensure that pupils from minority groups are not unfairly treated.