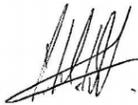


# HAZELDENE SCHOOL



## EQUAL OPPORTUNITIES POLICY REVIEWED SEPTEMBER 2021

SIGNED .....*Miss Alexandra New*..... DATE 23.11.21  
INTERIM HEADTEACHER

SIGNED .......... DATE 30/11/2021  
CHAIR OF GOVERNORS

**TO BE REVIEWED SEPTEMBER 2022**

## **Equal Opportunities Policy**

Hazeldene School is committed to equal opportunity and believes that all children, regardless of gender, ethnic background, special need, social class, or disability have the right to pursue education in order to realise their full potential. This requires that all children should have fair access to the curriculum and equal opportunities within it. The school believes that this can be achieved through the heightened awareness of staff, the organisation of the curriculum/content, its physical learning resources and ease of access to the whole school.

Hazeldene School also believes that it is important for every individual to develop an understanding of self, of others and of the world in general, through enlargement of knowledge, experience and imaginative understanding. A further goal of Hazeldene is to help all children to be active and responsible members of our multicultural society. Our curriculum planning will promote an understanding of the multicultural society in which we live – an understanding which will encourage attitudes of tolerance and fairness.

The school believes that the provision of such an education is in the best interests not only of every individual child but also of the society in which they live.

Hazeldene School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Offer equal opportunities regardless of race, religious background and spiritual beliefs, culture, gender, academic ability, physical ability or class.
- Provide an environment free from social, sexual or cultural prejudice for all members of our school community.
- Achieve an environment in which members of the school community can be respected as individuals and in which the varied experiences of the community can enrich the life of the school.

### **At Hazeldene School our main principles are:**

- Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.
- All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.
- All staff, governors, parents/guardians and pupils regardless of race, ethnicity, disability, gender and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

- The school recognises its responsibilities under the Race Relations Act, Sex Discrimination Act and Disability Discrimination Act to eliminate discrimination and to promote good race relations.

**Practice:**

- We will insist that all people whether children, parents, staff or visitors show respect for each other and we will actively challenge any infringements of this. We will not tolerate any member of our community being made to feel unwelcome because of ethnicity, language, culture, gender, class, sexuality or status. Any incidents of harassment are recorded and data returned to Bedford Borough Local Authority annually.
- We will ensure that our teaching equipment, resources and materials, our classrooms and playgrounds allow all children to have equal access.
- We will challenge negative stereotypes by monitoring our use of displays and written messages, our assembly and discussion themes through Circle Time, PSHCE , SEAL and our Values work and through our provision of books and resources, our outings, visits and visitors. We will ensure that these reflect our cultural diversity.
- We will work towards providing parents and carers with full information about the curriculum and learning opportunities of their children through Termly curriculum booklets.
- We will work together with parents and carers in full and active partnership.
- We will monitor the effectiveness of this policy by careful analysis of performance indicators such as SATs results, pupil attendance, exclusions from the school, the SEND/Inclusion register, feedback from parents/carers and the wider community. School Council meetings, Our House system based on our school values, our school development plan and parallel staff development programmes will provide further mechanisms for monitoring the effectiveness of our procedures and for improving our work.
- We will rejoice in the richness and diversity of our school community within Bedford Borough and will celebrate our common bonds.
- Racist incidents are reported to the authority termly as part of their Harassment monitoring procedures.

**Statement of Inclusion**

The school recognises its need to celebrate the diversity that exists within its community and to ensure that all have the opportunity to respond to the expectations and challenges of the curriculum. What follows are the different areas in which the school will pay particular attention to ensuring that there is Equal Opportunity for all.

**Equal Opportunities - Multi-Cultural:**

At Hazeldene School it is our school policy:

- To incorporate a balanced view of the world through a multi-cultural approach.
- To recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives.
- To evaluate our practice to ensure that reflects our multicultural society.

### **Equal Opportunities - Gender**

At Hazeldene School it is our school policy:

- To seek to promote non-sexist attitudes in both children and staff.
- To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations.
- To work towards the eradication of gender stereotyping.

In order to work towards the eradication of such differences we will ask ourselves the following types of questions when evaluating our practice.

- Are all children able to try out new roles in play and learning activities?
- Are all classroom tasks shared equally between girls and boys?
- Do all children get an equal chance to use equipment and resources?
- Do all our displays and teaching aids present a non-sexist attitude?
- Are our responses to inappropriate behaviour the same to both boys and girls?
- Are men and women from other cultures presented to children in a non stereotypical way?
- Do all children have equal access to playground space and other play facilities?

### **Equal Opportunities - Race:**

At Hazeldene School it is our school policy:

- That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race.
- To challenge racism in the context of a caring school community.

In order to fulfill the above, the following types of behaviour will not be tolerated:

- Provocative behaviour, i.e wearing of any racist badges or insignia.
- The use of verbal abuse or name calling of a racist nature.
- The encouragement of other to behave in a racist manner.
- The ridiculing of an individual for cultural differences.
- The telling of racist jokes or stories.
- The exclusion of others because of their culture, ethnicity or race.

### **Equal Opportunities - Ability:**

At Hazeldene School it is our school policy:

- To recognise good effort and attitudes regardless of academic achievement.
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
- To value all efforts and achievements of children in all areas of the curriculum.

Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

### **Equal Opportunities - Class:**

At Hazeldene School it is our school policy:

- That children should not be treated in any way differently because of an assumed social class.
- That assumptions will not be made as regards class difference.

### **Equal Opportunities - Physical Disability:**

At Hazeldene School it is our school policy:

- Children should not be treated in any way differently to others due to their individual physical disabilities and needs.
- A provision should be made for the individual special needs of any disabled children within our school community.
- A physically disabled child has a right to take part in all activities within the school environment in so far as his/her individual disability allows him/her to do so.

### **The role of governors**

The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

- The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- The governing body will review the schools Disability Equality Scheme and Accessibility Plan in line with the review cycle.
- The governors welcome all applications to join the school, whatever background or disability a child may have.
- The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

### **The role of the Head teacher**

- It is the Head teacher's role to implement the school's equal opportunities and anti-racist policy and she is supported by the governing body in so doing.
- It is the Head teacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The Head teacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- The Head teacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

### **The Role of the Class Teacher**

- The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to

provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

- When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.
- All our teachers challenge any incidents of prejudice or racism. We record any incidents on our CPOMs system, and draw them to the attention of the headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

### **Employment**

As an employer, Hazeldene School is committed to the employment policies and practices of Bedford Borough Council for every member of staff, including part-time, supply and ancillary staff. This also includes opportunities for professional development. We will ensure that all staff (including Governors) involved in recruitment are committed to equal opportunities practices and that our procedures are fair, honest and open. We will monitor staff recruitment and career development by ethnicity, gender and disability.

### **Monitoring of the policy:**

It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated

### **Associated Policies**

- Anti-bullying Policy
- Community Cohesion Policy
- Racial Equality Policy

### **Promoting Policy**

This policy will be promoted by:

- Making it available to all staff, parents, pupils and other interested parties
- Making the policy available in special formats on requests

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.

- [The Equality Act 2010 \(specific duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance [The Equality Act 2010 and schools](#)

**Policy History**

Date Reviewed by governors	September 2021
Next Review	September 2022