



Beachborough School

Equal Opportunities Policy

Updated: September 2024

Date of next Review: September 2025

Policy Lead: Mr S Preece (Deputy Headmaster - DSL)

Reviewed by: Mrs S Mitchell (Headteacher)

At Beachborough:

Beachborough is committed to equal opportunities and aims to consider the needs of the individual in the school community. The school will ensure equality of opportunities for all children and staff:

- The school encourages all members of its community to behave in an acceptable fashion towards each other and will not accept words or actions which display prejudice against individuals.
- Children with learning difficulties and disabilities are supported. The school will discuss what reasonable adjustments, if any, the school is able to make to avoid children being put at a substantial disadvantage in comparison to other pupils.
- Equal opportunities will be provided for all pupils and staff regardless of their gender, gender reassignment, race, marriage and civil partnership, pregnancy and maternity, age, socio-economic background (including those pupils who benefitted from bursarial support), disability, religious or political beliefs, family circumstances, sex and sexual orientation, or other irrelevant distinction. This is done in order to develop their talents to the full and encourage awareness and acceptance.
- Equal opportunities will be provided for children with English as an additional language (EAL).
- All members of staff aim to help young people to accept and respect other people's individuality and to behave in a way that does not display bias or prejudice. This includes acceptance and respect for those who may need the school uniform to be adapted.

Guidance:

The School aims to meet the requirements of the following legislation in order to be free from discrimination and stereotyping:

Equal Pay Act 1970; Sex Discrimination Acts 1975 and 1986; Race Relations Act 1976; Rehabilitation of Offenders Act 1974; Disability; Discrimination Act 1995; Race Relations (Amendment) Act 2000; Special Educational Needs and Disability Act 2001; Race Relations Act 1976 (General Statutory Duty: Code of Practice) Regulations 2002. Regard is also had to the Employment Rights Act 1996; Equal Pay (Amendment) Regulations 1983; Human Rights Act 1998; Employment Relations Act 1999; Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000; The Statutory Code of Practice on the Duty to Promote Race Equality; The Equality Act 2010

Aims:

The school recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective equal opportunities policy. It will promote the concept of equality of opportunity throughout the school community, both for adults and for all pupils. It will seek to develop an understanding of, and promotion of, human equality and equal opportunities.

It will promote good relations between members of different racial, cultural and religious groups and communities. The school will enable students to take responsibility for their behaviour and relationships with others. The school's values, aims and objectives all accord with the equal treatment of people promoted by national laws and regulations, and the rights enshrined in the Human Rights Act 1998.

Responsibilities:

All staff are responsible for following this policy and reporting incidents of unequal treatment to the appropriate senior member of staff. Heads of Departments are responsible for ensuring equal opportunities within the curriculum. The Headteacher will report any relevant incidents to the Board of Governors.

Staff:

Beachborough is an equal opportunities employer and is committed to avoiding unlawful discrimination either directly or indirectly in recruitment or employment because of any of the 'protected characteristics' in the Equality Act 2010. These are age, disability, marriage or civil partnership, gender reassignment, sex, sexual orientation, pregnancy or maternity, race and religion or belief.

If, at any time, employees feel that they have been subjected to a detriment or treated less favourably than others in relation to equal opportunities without reasonable justification, they should raise the matter with a senior colleague and utilise the grievance procedure. In the event that any employee has been the subject of discrimination by another employee in terms of physical or verbal abuse, or harassment, he or she should inform their line manager

immediately. The perpetrator of any proven instance of discrimination may be subject to disciplinary action and may be dismissed.

Pupils:

All subjects will aim to have equality of opportunity at their core. Positive attitudes and awareness development for equality of opportunity will be fostered through lessons, the PSHE Programme, CEL lessons, Assemblies, Form/Tutor periods.

EYFS:

When a child starts in the Nursery, Kindergarten or Reception, a member of staff will talk to the child and the parents about the child's background and experiences at home. Staff will use this information when planning and carrying out activities to ensure that familiar experiences are used as starting points for learning.

When planning, setting-up and altering rooms, outdoor areas and equipment within the EYFS, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:

- Keeping the EYFS classes' environment free from discriminatory practice or stereotypical images.
- Valuing the local community and environment as a source of learning opportunities.
- Using display, resources and equipment that reflect the British community in which the children live as well as the wider world.

The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people. These will include:

- Activities relating to a wide range of religious, ethnic and cultural festivals.
- Telling stories, listening to music and looking at pictures from a range of cultures.
- Role-play activities that reflect a variety of cultures.
- Discussions with and between the children about the similarities and differences in their experiences and the reasons for those similarities and differences.

The staff will ensure that all children are given support to participate in activities, experiences, visits and discussions and to ensure that all children are listened to carefully and with respect. The staff will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary, they will modify activities or provide additional equipment or materials to ensure children are not excluded.

Pupils with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.

Disciplinary:

Breach of the equal opportunities policy is a potentially serious disciplinary matter for both pupils and staff. Similarly, unsubstantiated accusations of discrimination for malicious purposes could be a serious disciplinary offence. Anyone who believes that they may have been disadvantaged on discriminatory grounds is entitled to raise the matter through the Parental Complaints Procedure or Grievance Procedure.

Related Policies/Procedures:

- Grievance Procedure
- Disciplinary Policy and Procedure
- Parental Complaints Procedure

Policy Status:

This policy is not intended to form part of an employee's contract of employment and the school reserves the right to amend it at any time.

This policy applies across the whole school including Boarding and EYFS and will be reviewed and updated regularly. *Linked Policies and read in conjunction with: Anti-Bullying, Behaviour, Safeguarding, Curriculum and SEND.*