



Equal Opportunities Policy

2020/21

Date Approved	
Signed by Chair of Governors	
Committee Delegated	
Renewal Period	12 months

GUIDING PRINCIPLES

Broughton Jewish Primary School is committed to a policy of inclusion and aims to be a School where everyone:

- is respected and respects others
- takes part in the life of the School
- achieves to their potential
- develops skills essential to life
- exercises choice

We share the belief that no-one should receive less favourable treatment on the grounds of race, gender, disability, sexuality, age, income, religion, colour, ethnicity, pregnancy, marital status or nationality or any other factor. These come under the heading known as 'Protected Characteristics'.

In our School, we recognise that it may include:

- people from a variety of backgrounds
- people from different faith backgrounds
- pupils who need support to learn English as an additional language (EAL)
- pupils with special educational needs
- children in care (LAC)
- other children, such as sick children and children from families under stress
- pupils who are at risk of disaffection and exclusion
- people with disabilities

THE LEGAL FRAMEWORK AND OTHER SUPPORTING POLICIES

The following legislation informs our School Equal Opportunities Policy:

- **Sex Discrimination Act 1975**, which requires Schools to ensure that they do not discriminate against either sex in matters of admissions, standards of behaviour, dress and appearance, delivery of the curriculum and provision of all educational services;
- **The Human Rights Act 2000**, which makes most of the rights set out in the European Convention on Human Rights enforceable in the English Courts;
- **The Race Relations (Amendment) Act 2000**, which includes a positive duty of Schools to promote racial equality measures;
- **The Special Needs and Disability Act 2001**, which includes requirements on Schools to ensure there is no discrimination against disabled people, including staff and pupils, and to have available information about facilities for disabled people.
- **The Equality Act 2010**, which replaces previous legislation of the Race Relations Act 1976 and the Disability Discrimination Act 1995. The Equality Act covers exactly the same groups of individuals as before, however, the headings are now to be known as the 'protected characteristics'.

To help our School in its equal opportunities work, it has the following policies:

- Special Educational Needs Policy
- Anti-Bullying Policy
- British Values Policy
- SMSC Policy
- Staff Conduct Policy
- Pay Policy
- Accessibility Policy
- Gifted and Talented Policy
- Policy for sex and relationships education

EMPLOYMENT

As an employer, our School is committed to the employment policies and practices of the Salford LA 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. Members of the Leadership team together with a Governor have received training in Safer Recruitment.

RACE EQUALITY

In line with the requirements of the Race Relations (Amendment) Act 2000, the School fully understands the need to promote racial harmony and to plan opportunities for combating racism in our procedures and curriculum. We believe that our School must be a safe place for everyone and we are committed to the principles of:

- tackling racial discrimination
- promoting equality of opportunity and good race relations

Tackling racial discrimination

We will tackle racial discrimination by monitoring the outcomes of opportunities at our School and by dealing with and reporting racist incidents.

We accept the definition of a racist incident:

A racist incident is any incident that is perceived to be racist by the victim or any other person.

Allegations of harassment and discrimination based on ethnicity will be investigated as far as possible, using the School's usual disciplinary procedures and racism will be directly challenged. Action will be taken to prevent the likelihood of recurrence. In the event of a member of staff being implicated, the usual disciplinary procedures will apply. If a child is implicated then a record will be taken of the events and the appropriate action taken. Records will be kept and data given to the LA. A summary of racist incidents will be reported termly to the Governors.

Promoting equality of opportunity and good race relations

These aspects of our race equality work will largely be done through planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality.

GENDER

We believe that girls and boys should have equal access to all aspects of School life, including the curriculum, subject choices and extra-curricular activities, although these will conform to the School's Jewish Orthodox ethos. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the School will pursue strategies to ensure that both girls and boys achieve to their full potential.

We will promote approaches which provide equality of opportunity, including:

- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, ICT, Art and Design, Music and PE;

SEXUAL ORIENTATION AND GENDER IDENTITY

This School is fully committed to combating discrimination faced by lesbians, gay men and bisexual, transgender and questioning (LGBTQ+) people. We want to ensure equality of opportunity for LGBTQ+ people. We recognise there should be equality for pupils and staff irrespective of their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our pupils to live free from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We have a named person, Mrs Caplan, who has had specific training, who will be the liaison with any child or adult who needs support or advice.

DISABILITY

The School is fully committed to the new duties placed on Schools in the Special Educational Needs and Disability Act 2001 and accepts its definition of a disabled person as someone who has "a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities."

We will consider the needs of all people in School including:

- pupils who may be disabled but not have a statement of special educational
- teachers and other School staff;
- Governors;
- all visitors to School.

The School will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff and to the curriculum for disabled pupils. In addition the School will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled. In particular, our policies relating to the education and related services we provide and our admissions policy will ensure there is no substantial disadvantage.

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- planning appropriate amounts of time to allow for satisfactory completion of tasks;
- planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum;

- identifying aspects of their programmes of study and learning objectives that may present specific difficulties for individuals.

ROLES AND RESPONSIBILITIES

All staff and volunteers are responsible for ensuring that everyone is treated equally and not discriminated against for any reason.

Any bullying of any kind, specifically against the above 'protected characteristics', will not be tolerated and will be dealt with in a serious way.

The Headteacher will be responsible for:

- being the designated person for coordinating the School response to and reporting onwards to the LA of racist incidents report forms
- monitoring aspects of the School, including attainment, exclusions, punishment and reward
- ensuring that training in equal opportunities work is available to all members of staff
- monitoring and evaluating the effectiveness of the Policy
- planning in the curriculum and life of the School for promoting racial harmony and preparing pupils for living in a diverse and increasingly interdependent society.

THE SCHOOL'S OBJECTIVES

The aims of this policy will be met by:

1. Promoting the principles and practices of equality and justice throughout the School

1.1 Ensure that all children receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision.

1.2 Promote racial harmony, prepare pupils for living in a diverse and increasingly interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination.

1.3 Comply with Equal Opportunities legislation and meet Ofsted criteria for inclusion

2. Identifying and removing practices that may result in direct or indirect discrimination

2.1 Develop the support and training available for all staff, including governors, to develop their practice in Equal Opportunities work.

2.2 Monitor and evaluate by gender, ethnicity and disability;

- access to educational opportunities and services
- attainment data
- curriculum, teaching and learning
- exclusions & punishment and reward
- parental involvement
- staff recruitment and career development

2.3 Monitor and evaluate annual data on the number and type of racist incidents in School.

2.4 Ensure that the Admissions Policy is objective, clearly set out and does not disadvantage certain groups.