



Equal Opportunities Policy

Reviewed by	Josie Payne (Head Teacher)
Review Frequency	January - Annually
Approval	Head Teacher
Approved	January 2025
Next review due	January 2026

Glenwood School is committed to:

1. promoting understanding of the principles and practices of equality and justice, aiming to equip pupils with an awareness of the diverseness of society and to appreciate the value of difference.
2. a proactive approach to the promotion of equal opportunities with regard to race, gender or disability

Every member of the school is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.

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The Law and Discrimination

In all its dealings with pupils, staff, governors, parents, prospective employees and outside agencies, the school will actively comply with current laws and legislation with regard to discrimination. The principal statutes currently applying are:

- Gender: Sex Discrimination Act 1975, Sex Discrimination (Gender Reassignment) Regulations 1999, Equality Act 2006
- Race: Race Relations Act 1976, Race Relations (Amendment Act) 2000
- Disability: Disability Discrimination Act 1995, Special Educational Needs and Disability Act 2001, Disability Discrimination Act 2005
- Sexual Orientation: Employment Equality (Sexual Orientation) Regulations 2003
- Religion or Belief: Employment Equality (Religion or Belief) Regulations 2003, Equality Act 2006
- Age: Employment Equality (age) Regulations 2006

Aims

- To ensure that pupils and staff recognise that discrimination on the basis of colour, culture, origin, gender or disability is not acceptable.
- To provide an environment in which all pupils and staff feel safe enough to express and question views.

- To ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development.
- Ensure the principles and practice of equal opportunities apply to all members of the school community: pupils; teaching and non-teaching staff; parents; governors and visitors.
- Equal Opportunities practices should be evident in
 - a) the formal curriculum (the programme of lessons);
 - b) the informal curriculum (extra-curricular activities); and
 - c) the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).
- To educate, develop and prepare all pupils for life whatever their gender, colour, origin, culture or ability.
- Ensure pupils and teachers contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.
- Ensure pupils are seen as individuals and each pupil's education and care is developed in direct relation to their needs and abilities. This eclectic approach is to be based upon sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions, behavioural methods, medical and diagnostic issues.

Policy into Practice

a) Admission

The school follows the LA and Governing Body Admission Policies that do not permit gender, race, colour or disability to be used as criteria for admission.

b) Accessibility

The school has an established set of Accessibility Procedures and an Accessibility Plan to ensure that all pupils shall have full access to the curriculum and that no member of the school community (pupil, staff, governor, or visitor) shall be denied reasonable access to any part of the school premises as a result of any individual disability.

c) Registration

Pupil and staff names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.

d) Discrimination

All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and insignia on clothing and equipment are forbidden in school. Staff should be aware of possible cultural assumptions and bias within their own attitudes. In all staff appointments the best candidate will be appointed based on strict professional criteria. Parents should be aware of the school's commitment to equal opportunities. All cases of discrimination or prejudice will be taken seriously and

dealt with, as appropriate, according to existing sanction procedures. A record of incidents is to be maintained by the head teacher.

e) Language

The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.

f) Culture, Class and Race

The school acknowledges that members of the school may come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony.

We recognise the inequalities of opportunity which exist within society for individuals and groups and are determined to take positive action to enable every individual to raise his/her self-esteem, expectations and performance so as to have wider choices in life.

We understand the need to be different without being excluded.

We are happy for pupils to wear special forms of dress where these are an essential part of their religious or cultural background - Sikh's turbans, Muslim girls' headscarves etc. although the needs of safety, security and effective learning in the school shall always take precedence and any such items of dress shall be consistent with school uniform policy.

We value the history, experience and contribution of our multi-cultural community and seek to express this in the curriculum and life of our school.

We endeavour to counter negative, patronising and stereotyped views: a prime cause of prejudice is ignorance and misunderstanding.

We make use of the Multi-Cultural Centre for advice and teaching support.

We will not tolerate racist behaviour in any form.

g) Gender

We constantly examine our curriculum, procedures and materials to ensure there is no gender bias or inequality.

We encourage pupils to be aware of the rigid sex stereotypes presented by, for example, the media.

We are committed to providing a curriculum which avoids unnecessary gender divisions. All pupils experience subjects previously considered to be suitable for a single sex

We ensure

1. that all pupils have opportunities for working with pupils of both sexes,
2. that we break down traditional sex stereotypes (for example by not asking boys to move furniture while girls tidy up),
3. that pupils are encouraged to pursue less conventional subjects and interests
4. We do not differentiate between the sexes in respect of our school uniform.

We follow DfE guidance on gender questioning children and will ensure that parents are involved in decisions affecting their children

h) Religion

We acknowledge that members of the school may come from diverse backgrounds: some have no religious faith; others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others.

With regard to the teaching of RE we consider that the role of the teacher is that of educator and not that of evangelist. We do not seek to make pupils religious, but to teach them about religion.

i) Resources

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origin. Resources are to reflect cultural and racial backgrounds of children to support positive self-imagery. We try to ensure that our resources include non-sexist books which value the achievements of all. Displays will similarly reflect a range of cultures and races. All materials in use in the school are to be monitored by the subject co-ordinator.

j) Relationships

Relationships between pupils, staff, and management should be such that any member of the school acting in a manner contrary to the spirit of this policy is made aware of the unacceptable nature of his/her behaviour. This should be done in a supportive manner to encourage change and reinforce the principles of this policy. When it is uncomfortable or inappropriate to address the issue between staff, then staff have a responsibility to inform management of the incident in order that appropriate action may be taken. In extreme circumstances formal procedures may be taken by the Head Teacher in line with approved disciplinary procedures.

k) Appointments

The school shall ensure that in recruitment procedures any advertisements, shortlisting and interview procedures are without any hint of direct or indirect discrimination.

Responsibilities

All staff within the school have a responsibility for the maintenance and implementation of this policy.

The head teacher has a responsibility to ensure that all pupils, parents and staff are aware that the school has an Equal Opportunities policy and enable anyone so wishing to receive a copy of the policy.

Monitoring and review

The school monitors the achievements of pupil groups (gender, race, disability, vulnerability) to ensure that they achieve in the same proportion as the general body of pupils.

The school monitors and records all incidents of harassment / bullying and also records whether such incidents are motivated by any act of minority discrimination

The head teacher is responsible for monitoring on a day-to-day basis the effective implementation of this policy.

An appointed governor shall prepare an annual report upon the effective implementation of this policy

The policy shall be the subject of a review every four years by the Full Governing Body.