



Approved by: Governing Body

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1. Our Vision Statement

At Manor, we are committed to ensuring equality of provision and opportunity for all pupils, staff parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

We aim to ensure that our differences do not become barriers to participation, access and learning. We strive to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met.

We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the pupils, and we reflect this in the displays of work shown around the schools.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

We do not condone any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. All incidents are recorded and dealt with accordingly.

2. Equality aims and values:

We recognise that there are similarities and differences between individuals and groups and we celebrate the cultural diversity of our community and show respect for all minority groups. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the Race Relations Act and covers both direct and indirect discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our schools.

We ensure that all pupils have equal access to the full range of educational opportunities provided by our schools.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

3. Legislation and guidance

There are a number of statutory duties that must be met by every school in line with legislation from the The Equality Act 2010 and DfE guidance (The Equality Act 2010 and Schools, May 2014).

Our school is committed to meeting its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

4. Roles and responsibilities

The Role of Governors

The governing body has set out its commitment to equal opportunities in this policy 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 welcomes all applications to join the schools, whatever background or disability a pupil may have.

The governing body ensures that no pupil is discriminated against whilst in our schools on account of their sex, religion or race. For example, all pupils have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a pupil's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the pupil's cultural traditions.

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are communicated throughout the school, including to staff, pupils and parents, and that they are reviewed annually.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the headteacher and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure familiarity with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Role of the Head

It is the headteacher's role to implement the school's equal opportunities policy and is supported by the governing body in so doing. It includes appointments panels giving due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Ensure that all staff are aware of our policy on equal opportunities, and that teachers apply these guidelines fairly in all situations
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

The headteacher 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 headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness. All racist incidents are recorded and dealt with immediately.

The Role of the Class Teacher

The class teacher will ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any pupil.

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.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school log book, 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.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

5. Fostering good relations

The school aims to foster good relations by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and comprises of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

6. Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond.

All parents/carers are encouraged to participate at all levels in the full life of the school.

We encourage members of the local community to join our school activities e.g. Christmas Fayre, Eid celebrations, International day etc.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school considers the impact of significant decisions on particular groups. For example, when a school trip or activity is planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Year group leaders inform the ARP of trips and consider access for the children.

This also entails:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school, working collaboratively
- monitoring the staff appointment process, so that no-one applying for a post at our schools are discriminated against
- requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy
- 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 vulnerable and minority groups are not unfairly treated.

8. Equality objectives for our school:

- Celebrate the diverse ethnic, cultural and religious school community so that all the pupils and parents feel valued (e.g. regular celebration of key religious festivals, language of the month, international events).
- Ensure all staff have up to date pupil profiles (religion, languages spoken, ethnicity) for their class.
- Promote our 'British Values' and continue to deliver the Values Education programme, which contains strong 'equalities' messages, across school and extend this into the community.
- Create an assembly plan for the year to include celebration and reflection on key national and international days and events (e.g. International Woman's Day).
- Narrow the Achievement gap of different groups of pupils.
- Monitor the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school.
- Provide SMSC CPD to staff so that they are aware of how to meet the spiritual, moral, social and cultural needs of all pupils within the curriculum.
- Provide CPD for staff and SLT on unconscious bias, stereotypes and the sensitive teaching of subjects with minority groups in mind (e.g. teaching of RE and atheist/non religious pupils).
- Improve communications with the parent body to reaffirm the school's commitment to equality – parental survey
- Audit the school community to obtain data on disability and accessibility.
- Work with pupils on disability discrimination and embed key messages into the curriculum.
- Monitoring the school behaviour and exclusions policy, so those pupils from vulnerable and minority groups are not unfairly treated.
- Ensure discrimination between and within faiths is robustly tackled (reporting logs/staff training).
- Continue to ensure all school trips are fully inclusive to all pupils.
- Continue to review residential school trips so that more pupils are included.
- Plan school events/school residential trips with religious festivals and minority groups in mind (e.g. Ramadan and summer fete/SRE programme).
- Carefully manage events such as Ramadan to achieve a sensible balance between 'safeguarding' and the rights of a pupil to observe their religion.
- Continue to provide additional experiences and school trips for more vulnerable pupils.
- Offer clubs and activities to pupil premium pupils free of charge and increase the number of free clubs.
- More whole school assemblies in equalities and respect (context driven).
- Purchase books to reinforce knowledge of and respect for relationships, alternative family structures and disability.
- Ensure the Governing Body is diverse and represents the community to which it serves.

9. Monitoring and Review

It is the responsibility of the Governors and Senior Leadership Team to monitor the effectiveness of this Equal Opportunities Policy. This is through regular reviews of the progress that the School is making to meet the equality objectives with regard to protected groups (race, disability, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation) under the Equality Act 2010.