




Ashford Oaks Primary School

Oak Tree Road, Ashford, TN23 4QR

Equal Opportunities Policy January 2025

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<p>Safeguarding review: Theresa Dickens</p>	
<p>Agreed by the governing body on:</p>	<p>15 January 2025</p>
<p>Review date: Annually</p>	<p>January 2026</p>
<p>Signed: Rob Cooke</p>  <p style="text-align: right;">Chair of Governors</p>	

Ashford Oaks Primary School

Equal Opportunities Policy

At Ashford Oaks we aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their potential, and we recognise that for some pupils extra support is needed to help them achieve and be successful. Equal opportunities should involve all aspects of school life and is the responsibility of every member of the school community.

Aims

Our school is committed to equality and we carry out our day to day work through our embedded values. We do not discriminate against anyone, staff or pupil, on the grounds of the following protected characteristics:

- age
- disability
- mental health
- gender identity
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

This is in line with the Equality Act 2010 and covers both direct and indirect discrimination and links to the following policies:

- SEN Policy and SEND information
 - Behaviour and Anti bullying
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- We promote the principles of fairness and justice for all through the education that we provide.
 - We ensure that all pupils have equal access to the full range of educational opportunities provided.
 - We recognise that people have different needs and we understand that treating people equally does not always involve treating them exactly the same.
 - 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.
 - We celebrate the cultural diversity of our community and show respect for all minority groups.
 - 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.
 - Ashford Oaks is a Rights Respecting school, Articles 2, 3, 12, 13, 14, 23 and 30 refer.

2. Anti-racism

- It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.
- We endeavour to make our school welcoming to all minority groups. We promote community cohesion and understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. For example, in the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs.
- Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have. We will follow county procedures regarding the recording of incidents; including victims, perpetrators and actions.

Activities

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To model teaching and teaming behaviours that avoid labelling
- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
- To eliminate unlawful discrimination, harassment, victimisation and any other prohibited by the Equality Act 2010.
- To tackle prejudice and promote understanding in relation to people with disabilities.

3. Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels

- We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors
- We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing body on a termly basis
- The Leadership Team of the school is concerned with closing gaps, this is reflected in the school's values.
- We give due regard for equality issues in decisions and changes we make.
- We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

- We are committed to working for the equality of people with & without disabilities.
- We provide good quality training for our staff on inclusion.
- When required we gain external advice and support from many different professionals.
- We promote positive links with our parents.
- Specific targeted support where appropriate.
- Annual reviews.
- Liaising and working in partnership with a number of professional organisations.
- A wide range of resources stored in an easily accessible central location.
- Our school admissions criteria which welcomes all pupils.
- Regular meetings with parents.
- We enable all pupils to learn about the experiences of people with disabilities and the discriminatory attitudes they often experience.
- We ensure that the curriculum and resources we use have positive images of people with disabilities.
- Children experience a positive start. Parents are kept well informed.
- Effective, positive relationships with parents, school and home working in partnership to support the child.
- Effective inclusion of children with disabilities.
- Pupil voice shows that our children with additional needs are happy in school

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 governors welcome all applications to join the school, whatever background or disability a child may have.

- The governing body will discuss the mental health of the school community during a termly visit.

4. The role of the headteacher

- It is the headteacher's role to implement the school's equal opportunities policy and they are supported by the governing body in so doing.
- It is the headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that the teachers apply these guidelines fairly in all situations.

5. The role of the class teacher and all school staff

- 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.
- Teachers will ensure the pupils are aware of mental health and what to do or where to do if feeling their mental health has declined.

6. Monitoring and review

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 with 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.