



## EQUAL OPPORTUNITIES POLICY

### Background:

Equality is a core cultural value and is central to the wider issue of social inclusion. It is an element of many curriculum areas, such as humanities and citizenship. Although this policy is recommended not statutory, schools are still bound to comply with associated legislation. This includes:

- **The Sex Discrimination Act 1975**, which made it illegal to discriminate against a person on the grounds of his or her sex.
- **The Race Relations Act 1976**, which made it illegal to discriminate against a person on the basis of colour, race, nationality or ethnic or national origins in employment, education, housing and the provision of goods, facilities and services. The amended Race Relations Act 2000 gave public authorities a new statutory duty to promote race equality – see the race equality policy.
- **The Disability Discrimination Act 1995**, under which disabled people have the right not to be discriminated against in employment or access to goods and services. A person has a disability if he or she has a physical or mental impairment which has substantial long-term adverse effect on his or her ability to carry out normal day-to-day activities. See *What the Disability Discrimination Act Means for Schools* (DfEE circular 20/99).
- **The Special Educational Needs and Disability Act 2001**. This strengthened the right of children with special educational needs to a place in a mainstream school. The school chosen by the parents must be named in the statement of special educational needs unless it is unsuitable to the child's age, ability or SEN, or the placement would be incompatible with the efficient education of other pupils in the school, or with the efficient use of resources.
- **The Human Rights Act 1998**. This contains a clear statement of everyone's rights under the European Convention on Human Rights. For schools it affects admissions, discipline, special educational needs, recruitment of staff and staff disciplinary procedures. See DfEE guidance *The Human Rights Act and Your School* (0194/2000), and the Home Office Human Rights Unit on [www.homeoffice.gov.uk/ccpd/ccpd.human\\_rights.htm](http://www.homeoffice.gov.uk/ccpd/ccpd.human_rights.htm).

The Priors School must not discriminate against pupils applying for admission, existing pupils, and people applying for jobs or members of staff on the basis of sex, race, colour, nationality, or ethnic or national origins.

In the school there may be issues of rural, urban or social deprivation, which need to be addressed, as well as sex, race, colour, and nationality, ethnic or national origins.

Key points

Status

Recommended

### **Purpose**

The purpose of the policy is “to ensure that The Priors school’ ethos, policies and practices respect and protect the rights of all individuals”.

Relationship with other policies

Equality of opportunity is relevant to most, if not all, of the school’s policies.

Roles and responsibilities of head, other staff, governors

**Trustees and Head Teacher** need to ensure that legislation is complied with.

### **Aims of policy to:**

- set targets to challenge all children to achieve to their potential
- deploy resources effectively and efficiently to ensure that all children receive appropriate support
- minimise the effect on pupils’ learning of social and economic deprivation
- celebrate racial and cultural diversity
- plan the curriculum and its delivery to take into account the age, ability, gender, ethnicity, background and SEN of pupils
- prevent discrimination on the basis of gender or ethnicity
- prevent racial or sexual harassment or bullying
- ensure an inclusive approach to children with disabilities
- ensure that staff understand what constitutes direct and indirect discrimination
- provide training in equal opportunities and anti-discrimination issues
- review recruitment and selection processes for potential discriminatory practice
- ensure that official guidance on employment issues, including staff disciplinary and dismissal procedures, is followed

Trustees are required to publish in their annual report to parents' information on the following arrangements for disabled pupils:

- arrangements at the school for the admission of pupils with disabilities
- the steps to prevent those pupils being treated less favourably than other pupils
- The facilities to assist access to the school by pupils with disabilities.
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**Arrangements for monitoring and evaluation**

The head should report to the governing body, at least annually, on any breaches of the policy, and subsequent action taken. The governing body should analyse and evaluate data on pupil achievement, attendance and exclusions to satisfy itself that all children are achieving to their potential. It should also monitor information on staff appointments and complaints.

**Date established by Trustees**

**Date for full implementation**

**Date for review**