



Barrow Hills

SCHOOL

BHS Equal Opportunities Policy

This policy includes the Early Years Foundation Stage

Policy updated: May 2024

Policy to be reviewed: May 2025

The legal framework for this policy is:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1986
- Children Act 1989
- Equality Act 2010
- Code of Practice for Special Educational Needs and Disability 2014

At Barrow Hills School everyone is valued highly and tolerance, honesty, co-operation and mutual respect for others are fostered in a community that is outward and forward looking and with a shared purpose. The School is committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all children to maximise their potential regardless of gender, age, sexual orientation, disability or educational need, race, colour, nationality, ethnicity, religion or belief, sexual orientation, gender reassignment, cultural or linguistic background. Positive relationships with parents, governors and members of the wider community are promoted. Any form of discrimination is not acceptable, and harmonious relations in all areas of school life are promoted at all times. The School seeks to remove any barriers to access, participation, progression, attainment and achievement by making all reasonable adjustments.

To this end the School:

- provides a learning environment where all individuals can thrive;
- prepares children for life in a diverse society;
- provides positive non-stereotyping approach about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- actively challenges and discourages discrimination and disadvantage.

To achieve these aims the School:

- ensures that the wider curriculum makes explicit and implicit provision to promote and celebrate diversity;
- has high expectations of behaviour which demonstrates respect to others;
- is vigilant for any type of harassment and bullying;
- will address any complaint made by a member of staff, parent or child that alleges discrimination by a member of the School;
- keeps up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Some of the ways in which the School promotes equality and diversity are:

- through an Admissions Policy that sets out clear criteria for admission to the School;
- through Child Protection, Behaviour and Discipline, Disability and Accessibility and Bullying Policies;
- in the schemes of work for PSHE;
- by publicity and promotional materials that reflect the diversity of the members of the School community and show a commitment to equal opportunities;

- by the recognition of a range of festivals and allowing children to undertake religious observance appropriate to their religious or cultural backgrounds as far as is feasible;
- the Catering Team ensures that the medical, cultural and dietary needs of children are met.

Posts in School are advertised and all applicants are judged against clear and fair criteria. The applicant who best meets the criteria of the School is offered the post, subject to references and all of the necessary pre-employment checks regardless of age, gender, marital status, sexual orientation, gender reassignment, race, colour, nationality, ethnicity, cultural background, religion or belief or disability.

Promotions will be made according to the relevant qualifications, experience, and professional competence of each individual.

In accordance with the aims of Barrow Hills School, we seek to create an environment where all, whatever their strengths and weaknesses, will be equally valued and encouraged to fulfil their aspirations and potential. We further aim to foster positive attitudes towards the diverse nature of society and all individuals in it.

Governors and all staff will:

- apply a common standard for entry and the same admission requirements regardless of gender;
- provide all children with equal opportunities to develop their own particular abilities; in so doing they will ensure that the special needs of individual children are addressed as part of a whole-school approach to enhance teaching and learning for all children, at all levels of ability;
- expect all children to meet the requirements of the school, in academic work, extra-curricular activities and all other aspects of the life of the school;
- apply sanctions and rewards equally to all children;
- ensure that teaching materials include positive images of both genders and a range of cultures;
- include an equal opportunities dimension in in-service training activities;
- challenge sexist, racist and other stereotypes and take appropriate action against those who make discriminatory statements or commit discriminatory actions;
- take account of an equal opportunities dimension in all administrative, resourcing and timetabling decisions.

Children will:

- be taught in a manner appropriate to their levels of ability;
- be expected to participate equally in all tasks around the school;
- be given the opportunity in the classroom to discuss and understand forms of prejudice;
- be able to contribute to the development of the equal opportunities policy e.g. via the School Council;
- be encouraged to report to their Form Teacher, any way in which they believe they have been denied equality of opportunity within the school;
- be supported by the school if they have suffered sexist, racist or other discriminatory behaviour, abuse or intimidation;

- if they have committed such offences, be appropriately dealt with in accordance with the school's discipline policy.

Parent(s)/Legal Guardian(s):

- are very important to the school and in particular they have much to contribute to our equal opportunities policy; their views are welcome and valued at all times;
- should contact their child's Form Teacher if they become aware of any incident concerning any form of discrimination;
- will be invited to discuss with the school any issues regarding equal opportunities in which their child has been involved.

General

- This policy statement will be established as a vital and integral part of the ethos of the school, backed by governors and staff at all levels, and made clear to parents, children and visitors.
- The effect of the policy on classroom experience and child behaviour will be monitored and evaluated and the policy itself will be reviewed – and if necessary altered or added to each year.

Barrow Hills School aims to provide all children with relevant learning experiences and suitably challenging work. When planning, teachers set high expectations and provide opportunities for all children to achieve, including girls and boys, children with special educational needs, children with disabilities, children from all social and cultural backgrounds and those from diverse linguistic backgrounds.

While the School aims to cover the age-related programmes of study for each subject, we aim to adapt the curriculum in order to meet particular needs and abilities. If children are withdrawn for additional support in literacy, numeracy, EAL (English as an Additional Language) support, specialist instrumental tuition or for other reasons, the School will ensure that they do not consistently miss out on one particular part of the curriculum and that they continue to receive a broad and balanced curriculum. There are exceptions where it is agreed with parents that a child drops a second language or subject such as classical civilisation to manage their workload and increase opportunities for support within the timetable.

Learning support teachers employed by the School plan alongside the class teacher and help to adapt resources to support the development of the children.