



# **Lyme Community Primary School** **Equal Opportunities Policy**



## **Introduction**

At Lyme we are committed to 'providing equality of opportunity for all pupils and staff irrespective of gender, race, ability, disability, social background, religion, creed, age or sexual orientation.'

The school opposes all forms of racism, harassment, prejudice and discrimination.

## **Aims**

Equality of opportunity at Lyme Community Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and community members.

It is based on the following core values:

- To provide a broad and balanced education that complies with the requirements of the National Curriculum and the 2011 Education Act.
- To provide an environment which is secure and to create positive opportunities for learning where all children can feel valued and respected.
- To ensure quality of opportunities for all pupils, irrespective of ability, race, gender, age or background.
- To build a partnership between home and school.

## **The Curriculum**

All children should have access to a broad, balanced curriculum that is adequately resourced. Teaching and learning styles should facilitate differentiation between children and enable them to reach their full potential.

Curriculum planning should take into account the ethnicity, backgrounds and needs of all pupils.

The curriculum should build on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils who are looked after by the local authority
- pupils who are at risk of disaffection and exclusion



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At Lyme we endeavour to provide:

- access for all children to a broad primary curriculum
- work at an appropriate level for each child's ability
- an atmosphere which promotes understanding, awareness and tolerance towards individuals
- access to the curriculum through a variety of teaching and learning styles e.g. flexible groupings, intervention groups
- appropriate support for children with an additional need
- support for children and families in understanding the curriculum

### **Resources**

The following resources should be available:

- All materials should provide positive images of gender, disability and race. These are particularly important at Lyme where children from other cultures, races and religious beliefs are few in numbers.
- RE materials are to include Christianity and other faiths and beliefs.
- A wide range of resources to support children with additional needs e.g. Clicker.
- Good liaison with organisations that support children with additional needs.
- Consideration of supportive resources for individuals e.g. left handed scissors, pencil grips.
- A wide range of extension materials for the more able.

### **Assessment, Reporting and Record Keeping**

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, culture and social bias, and that assessment methods are valid.

The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

### **Training**

All staff are encouraged to develop their full potential. A wide range of CPD is undertaken by teachers, teaching assistants and governors. We have good links with the Teachings Schools Alliance.



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## **Recruitment**

Staff recruitment follows Local Authority policy.

At Lyme, we are an equal opportunities employer. We will ensure that no job applicant or employee receives less favourable treatment on the grounds of gender, disability, marital status, religion, creed, colour, age or sexual orientation, or is disadvantaged by conditions or requirements which cannot be reasonably be shown to be justifiable. All reasonable adjustments will be made.

Selection criteria and procedure will be monitored and reviewed to ensure that individuals receive equal information and treatment throughout the staff recruitment, selection and development process.

All employees should be encouraged and given equal opportunity to progress within the organisation.

Lyme Community Primary School is committed to an ongoing programme of appraisal of the effectiveness of this policy. All staff will receive the opportunity to be appraised.

## **Extra-Curricular Activities and Sports within the Curriculum**

At Lyme, we strive to provide a range of activities for both girls and boys all Key Stages. For example:

- Brass band
- Coding Club
- Breakfast Sports
- Art and Crafts
- Homework Club
- Choir
- Yoga
- Academy of Sports: Multi-skills
- Dance
- Maths
- Drama
- Choir
- Science
- Netball
- Football
- Art
- PGL (Residential)
- Swimming



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All children are encouraged to take part in performances during their time at Lyme.

During assembly on a Friday children have the opportunity to celebrate their school achievements. Success outside of school are celebrated on the Head teacher's 'Achiever's Board'.

Additional activities:

- Swimming
- Enterprise Fair
- Theatre groups
- Assembly leaders
- Visitors e.g. Science workshops, a Planetarium, a mobile farm, 'Viking' Gary
- Visits to support the curriculum e.g. to museums, Tatton Hall, Chester Zoo

### **Local Community**

At Lyme we have good links with the local community:

- PSCO visits
- Local fire service visits
- Supporting residential care homes e.g. at Christmas
- Fundraising for Willowbrook Hospice

### **Monitoring and Evaluation**

This policy was written with a great deal of thought and co-operation from members of our school community. The teaching staff and governing body have been consulted.

The Headteacher and Governors monitor the policy, its effectiveness and any issues arising.

**Created: July 2016**

**Agreed by staff and governors: July 2016**

**Reviewed: July 2019 with amendments to enrichment and extra-curricular activities on offer**

**To be reviewed: July 2021**



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## **Appendix I**

### **The Law**

The following section provides short summaries of some relevant legal provisions on equality issues affecting schools. It is not a comprehensive guide to the law, and should be read in conjunction with detailed guidance and Codes of Practice available from the Department for Education and Skills, the Equal Opportunities Commission, Commission for Racial Equality, Disability Rights Commission and other bodies.

### **Education Reform Act 1988**

All pupils in maintained schools should follow the national curriculum to the maximum extent possible.

### **Education Act 1944/Children Act 1989**

Pupils are entitled to efficient full time education suitable to their ages, abilities, aptitudes and any special educational needs they may have.

### **Education Act 1981 and 1993**

Where a pupil has been assessed as having special educational needs, a statement of needs must be prepared and maintained in accordance with its provisions.

Children with special educational needs require the greatest possible access to a broad and balanced education, including the National Curriculum. Close partnership with parents and consideration of the wishes of the child are deemed essential to effective assessment and provision for special educational need.

### **Education Act 1993**

Governors in all schools must produce a written policy on sex education. The sexual and reproductive biology covered in National Curriculum science at both primary and secondary levels is mandatory for all pupils. Secondary schools must provide a wider programme of sex education, which must include HIV/AIDS and other sexually transmitted diseases. At primary level, governors must decide whether to provide a programme of sex education which goes beyond the national curriculum. Parents have a right to withdraw their children from sex education where it is outside the national curriculum.

Note: Section 28 of the Local Government Act 1988 states that an LEA ' shall not intentionally promote homosexuality or publish material with the intention of promoting homosexuality'. However the subsequent circular (12/88) from the department of the Environment states:

' Section 28 does not affect the activities of school governors, nor of teachers. It will not prevent the objective discussion of homosexuality in the classroom, nor the



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counselling of pupils concerned about their sexuality'.

### **Disability Discrimination Act 2003**

It may be unlawful to discriminate against disabled people applying for jobs, or against existing disabled staff. A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Reasonable adjustments (such as the provision of ramps) may be made if premises or employment arrangements substantially disadvantage a disabled person compared with a non-disabled person.

Disabled people are also protected from discrimination in the provision of non-educational services (such as fund-raising events) on school premises.

### **Equal Pay Act 1970**

Women and men are entitled in principle to the same pay and contractual terms if they are carrying out the same or similar work, or work of equal value. 'Pay' is broadly defined and includes, for example, pensions, bonus and performance pay, sick pay and overtime.

### **Human Rights Act 1998**

It may be unlawful for the school to act in a way which infringes the rights and freedoms of a pupil or member of staff under the European Convention for the Protection of Human Rights and Fundamental Freedoms. An example of a possible infringement might be failure to take action against bullying of a pupil in breach of the prohibition of inhumane and degrading treatment.

### **Race Relations Act 1976**

A school must not treat a person less favourably on racial grounds with regard to admissions, exclusions, access to benefits, facilities or services or the employment of staff. Racial grounds are grounds of race, colour, nationality, or ethnic or national origin. Discrimination on racial grounds can also be indirect. Indirect discrimination is unlawful unless justified irrespective of racial grounds and can occur when a practice appears neutral, but in fact has a disproportionate adverse impact on those from a certain racial group.

It is unlawful for an educational establishment to discriminate directly or indirectly on racial grounds with regard to:

- admissions
- access to benefits, facilities or services
- exclusions
- the employment of staff



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Racial grounds are grounds of race, colour, nationality - including citizenship - or ethnic or national origins. A more precise definition of racial group has been given by the House of Lords, who said that;

- a long shared history, and
- a cultural tradition of its own

were essential characteristics, but that other characteristics were also relevant:

- a common geographical origin, or descent from a small number of common ancestors;
- a common language;
- a common literature;
- a common religion;
- being either a minority or a majority within a larger community

For the purposes of the Race Relations Act, 'gypsies' (Travellers) are defined as a racial group.

### **Race Relations (Amendment) Act 2000**

Schools are required to carry out their functions with due regard to the need to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between persons of different racial groups.

### **Sex Discrimination Act 1975**

A school must not treat a person less favourably on grounds of sex or status as married with regard to admissions, exclusions, access to benefits, facilities or services or the employment of staff. Discrimination on grounds of sex can also be indirect. Indirect discrimination is unlawful unless justified irrespective of grounds of sex and can occur when a practice appears neutral, but in fact has a disproportionate adverse impact on those of one sex.

It is unlawful to discriminate against a boy or a girl on the grounds of sex with regards to:

- admissions
- access to benefits, facilities or services
- exclusions

An exception is made for admissions to single sex schools, though the facilities available at such schools should not be less favourable than those at another schools.

It is also unlawful to discriminate against staff with regard to employment on grounds of sex or marriage.

### **Special Educational Needs and Disability Act 2001 (in force by 2003)**



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A school will be placed under new duties not to treat disabled pupils less favourably than non-disabled pupils and to take reasonable steps to remedy substantial disadvantage to disabled pupils. The Act also affects the law on Special Educational Needs, including strengthening the rights of parents to a mainstream place for their child with SEN.