

Caslon Primary Community School, Beecher Bear Daycare and Nursery, Beech Tree (SEMH Base) and Tree Acre (Early Years Inclusion Hub)

Equal Opportunities Policy 2024

Equality Statement

At Caslon Primary Community School, Beecher Bear Daycare and Nursery, Beech Tree SEMH Base and Tree Acre (Early Years Inclusion Hub) we are committed to ensuring equality of opportunity for all children, staff, families and carers irrespective of race, gender, disability, belief, sexual orientation, age, cultural heritage or socio-economic background.

We believe that all children and members of staff should have the opportunity to reach their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole community working together – our children, staff, governors and families in particular. This Equality policy provides a framework for our school to promote equality, inclusion and good community relations and to tackle prejudice, discrimination and their causes in an holistic and proactive way.

Equal Opportunities Values

- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to provide all pupils with access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- We teach pupils about being part of a diverse and multi-ethnic society.

Discrimination

At Caslon Primary, Beecher Bear, Beech Tree and Tree Acre we recognise that discrimination can take different forms, all of which are unacceptable;

Direct discrimination occurs when someone is treated less favourably than others because of a Protected Characteristic they have.

Indirect Discrimination occurs when a condition, rule, policy, procedure or practice applies to everyone; but is particularly disadvantageous to those who share a particular, or combination of Protected Characteristic(s). Indirect discrimination can be justified if it can be shown that the requirement is a proportionate means to achieving a legitimate aim.

Associative Discrimination is direct discrimination against an individual because they associate with someone who possesses a Protected Characteristic.

Discrimination by Perception is direct discrimination against an individual because they are believed to possess a Protected Characteristic, regardless of whether they possess that characteristic or not. We acknowledge that discrimination can occur at all levels within our school.

Reasonable Adjustments

As a school that prides itself on being inclusive for all, we will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable.

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities.

Racial equality

In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial, cultural and ethnic groups.

Gender equality

We are committed to seeing all individuals and groups of pupils making the best progress possible in our school. We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. Our aim is not only to encourage all pupils to oppose discrimination, but also to make sure they have the skills to challenge stereotyping as and when it occurs. This is actively developed through PSHE and RSE lessons.

Curriculum

Our curriculum offer is key to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment and awareness of certain groups. The principles of equality and diversity are woven through the curriculum as specific elements to be taught as well as a range of diverse and age-appropriate texts provided to be shared within each class. We believe in facilitating open discussions with children, challenging prejudice and promoting an attitude of tolerance and understanding.

Admissions

Dudley Local Authority's admissions criteria is defined under the admissions policy and is applied consistently to every young person, irrespective of any protected characteristic.

Child Complaints and Concerns

All children are reminded to talk to an adult if they have a problem or worry. Staff, including the Learning Mentor and Headteacher, are regularly available to children at break time and lunchtimes, spend time on the playground and in the dinner hall to ensure that children have easy access to a trusted adult.

Reporting and recording

All incidents of discrimination, harassment or bullying of any kind must be reported to the Headteacher and recorded as soon as is reasonably possible on CPOMs. All bullying-related incidents (confirmed or otherwise), will be addressed in accordance with the school's Anti-Bullying Policy.

Roles and Responsibilities

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 the school is fully inclusive to all pupils and responds to all their needs.

The Governing Body will seek to ensure that people are not discriminated against when applying for jobs at our school and applications from a diverse candidate pool are welcomed.

The Governors will take all reasonable steps to ensure that the school environment gives access to people with disabilities and will strive to make school communications as inclusive as possible for parents, carers and pupils.

The Governors welcome all applications to join our school whatever a child's socioeconomic background, race, belief, gender or disability.

The Governing Body will seek to ensure that no child is discriminated against for any reason whilst in our school.

Head Teacher:

It is the Head's role to implement the school's equalities policy with support from the Governing Body.

The Head Teacher will ensure that all staff are aware of the Equalities Policy.

The Head Teacher will ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment. Similarly, the Head Teacher will have due regard to this policy when considering training.

The Head Teacher will promote the principle of equal opportunity when developing the curriculum with staff.

The Head Teacher will also promote respect for other people and ensures there are equal opportunities in all aspects of school life.

The Head Teacher will consider with due seriousness all reported incidents of unfair treatment, bullying or discrimination, including racist incidents.

Teaching and Non-Teaching Staff:

All staff will ensure that all pupils are treated fairly, equally and with respect in accordance with the school's Equalities Policy.

All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Head Teacher

Recruitment and selection

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Selections will be made on the basis of aptitude, ability and/or merit, where appropriate. Where appropriate, the school will endeavour to make all reasonable and effective adjustments during the recruitment and selection process.

Complaints and grievances

If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints or grievance procedure (as appropriate).

“This policy adheres to the principles under data protection law. For further information please review the school’s data protection policy published on the school’s website”

