



St Mary's Church of England Primary School
Established 1845

Equal opportunity policy

It is recognised that some people may experience discrimination or disadvantage due to their individual characteristics¹ or social identity including (but not limited to): age, disability, religion or belief, gender, race, marriage and civil partnership, pregnancy and maternity. St Mary's CE primary, Dilwyn is inclusive and ensures its practices promote equality. We will treat people fairly, with compassion, respect and dignity. We will not tolerate harassment, discrimination, bullying, or other forms of offensive behaviour by staff, parents or children. This is achieved by recognising and valuing the differences that arise from individual characteristics, social identity and culture.

Dignity - everyone is important, valuable, worthy of respect
Equality - no one is more important than anyone else

Aims of the Policy

We see our principal task as equipping children with awareness of an increasingly diverse society, and of presenting to them the world as it is and as we would like it to be. We aim to create a safe and accessible environment in which each individual feels valued, irrespective of background and all contributions are considered and valued. We will do this in the following ways:

- help children develop social competence - the ability to accept the points of view of others, express feelings appropriately, resolve conflicts with others, care for one's own needs, show concern for others and work co-operatively to meet a common goal
- provide materials to promote learning that are appropriate and reflect diversity such as positive information about gender roles, diverse ethnic and cultural groups and disabled people;
- promote multi-cultural education through celebration events, music, language, games, food and clothing
- promote British Values which include mutual respect and tolerance of those with different faiths and beliefs.
- include and value the contribution of all families in school activities

¹ Protected characteristics as outlined in the Equalities Act 2010 include: age, disability, religion or belief, race, marriage and civil partnership, pregnancy and maternity, sex, sexual orientation, gender reassignment.

- commit to recognising employees as individuals, treating every person's situation according to its own merits. Disability and personal or home commitments do not form the basis of employment decisions except where necessary.
- make reasonable adjustments where necessary to our standard working practices to overcome barriers to accessing employment for disadvantaged people.

Procedures:

- Staff, adults and pupils in school should behave in a manner which demonstrates mutual respect for one another.
- All staff should take action against any discriminatory behaviour, whether it's a staff member, volunteer or parent. The display of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour is unacceptable on or around the premises. Such behaviour will be challenged by staff by speaking directly to the child or person concerned, in a calm but firm manner.
- Staff members identify and respond to individuals' needs by observing, assessing and working in partnership with parents. All children will be respected and their individuality and potential recognised, valued and nurtured.
- We recognise and celebrate major events in the lives of the children and families within the setting and in our society. These provide opportunities to explore, acknowledge and value similarities and differences.
- The School will provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces compared with non-disabled pupils. (See also the Special Education Needs and Disability policy).

References

- Equality Act 2010
- Human Rights Act 1998
- Herefordshire Equality and Human Rights Charter 2013 - 2016

Date reviewed:	September 2016
Approved by:	Madeleine Spinks (Chair of Governors)
Person Responsible:	Peter Kyles (Principal)
Review Date:	September 2018