Leigh Primary School

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'Caring, Sharing and Learning Together'

Equal Opportunities Policy

LEIGH PRIMARY SCHOOL
Equal Opportunity Policy & Procedure Statement

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- The Governing Body is committed to a policy of equality and aims to ensure that no employee, job applicant, student or other member of the school community is treated less favourably on grounds of disability; age; race (including colour, nationality ethnic or national origin); religion and belief; sex, sexual orientation, marriage and civil partnership; pregnancy and maternity; gender reassignment.
- All members of the school community, including visitors, are responsible for promoting the school's Equal Opportunities Policy and are obliged to respect it and act in accordance with the policy.
- The school promotes the principles of fairness and justice for all through the education that it provides.
- The school seeks to ensure that, wherever possible, all students have equal access to the full range of educational opportunities provided by the school.
- The school strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.
- The school ensures that recruitment, employment, promotion and development opportunities are open to all.
- The school challenges prejudice and stereotypical views when they occur. The school is aware that prejudice and stereotyping can be caused by misconception and ignorance. Through positive educational experiences and support for each individual's point of view, the school aims to promote positive social attitudes and respect for all.
- The school values each person's worth, celebrating both people's individuality and the cultural diversity of the school community, and shows respect for everyone.
- The school and its staff strive to be proactive in tackling prejudice and unlawful behaviour.
- All employees have a specific responsibility to operate within the boundaries of this policy. Any employee found to have breached this policy will be dealt with as a possible case of misconduct or gross misconduct under our disciplinary policy. Further, employees are warned that, under the Equality Act 2010, an individual can be held personally liable for his/her own acts of discrimination towards others, or where he/she knowingly helps another to commit an act of discrimination.
- The school seeks to ensure that the students and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.
- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.
- EHRC Technical guidance for Schools in England
- Public Sector Equality Duty (PSED) Guidance
- Working together to improve school attendance (2024)
- Kent Local Authority (KELSI) Equality Guidance
- Keeping Children Safe in Education (2025)

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

This policy should be read in conjunction with the following school policies:

- Behaviour Policy including Antibullying Policy and Staff Discipline Policy
- Child Protection Policy
- Accessibility Plan
- Personal Development Policy
- Special Educational Needs Policy
- Medical Policy

Leigh Primary School is committed to following the Safer Recruitment statutory guidance provided by Department for Education in 'Keeping Children Safe in Education 2023'
Recruitment and selection procedures and practices are regularly reviewed to ensure that no group is put at a disadvantage either directly or indirectly.
In accordance with the spirit of this policy statement, employees are given an equal opportunity for career progression within the organisation.
The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of: gender, gender reassignment, race, disability, sexual orientation, religion or belief, age, pregnancy/maternity, marriage/civil partnership, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

Equal Opportunities in the Curriculum

Every student has an equal entitlement to the National Curriculum and all other areas of the curriculum, regardless of: language, gender, gender questioning, gender reassignment, race, disability, sexual orientation and religion or belief. Students should have equal access to a broad and balanced curriculum that will prepare them well for life beyond school regardless of academic ability. Consequently, this policy should be read in conjunction with the Special Educational Needs Policy.

- Staff will actively encourage the breaking down of any traditional gender stereotyping
- The school will monitor any careers advice or work experience placements provided by outside agencies with the aim of ensuring equal opportunities.
- All forms of individual and subject support, guidance, amenities and facilities, including extracurricular activities, will be equally available to students of both sexes.
- Behaviour expectations and disciplinary sanctions will be free of any gender, sexual orientation, race or culture bias, religion and belief.
- Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, and any other form of discrimination. Teachers should try to ensure that all students feel that their language and culture is both acknowledged and valued.
- The school actively encourages an ethos in which all students feel secure and valued.

Race / Ethnicity

The school will:

- strive to eliminate all forms of racism (including against colour, nationality, ethnic or national origin) and racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial and ethnic groups

The school will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures and logged accordingly with Kent and on CPOMS: https://www.kelsi.org.uk/school-management/data-and-reporting/management-information/racial-and-bullying-reporting
The school endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity are promoted through the topics studied by the students and is reflected in displays, resources and events. Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance students' understanding of UK and world society and history, including the contributions of minority ethnic groups and key individuals within those groups. The school will give students the understanding they need to recognise prejudice and reject racial discrimination. The school will try to ensure that resources include books and other learning materials which value the achievements of a range of races/ethnicities.

As part of the broad and balanced curriculum, the school will ensure fundamental British values are promoted; giving students clear understanding of democracy, the rule of law, individual liberty, mutual respect, as well as mutual respect for those with different faiths and beliefs.

Gender / Sex

The school will constantly examine its curriculum, procedures and materials for gender bias, inequality or stereotyping.
The school will encourage students to be aware of the rigid gender stereotypes presented by, for example, the media and will try to ensure that resources include books and other learning materials which value the achievements of both women and men.
The school is committed to providing a curriculum which avoids unnecessary historical gender divisions.
The school tries to ensure that:

- teachers allocate their time fairly between the sexes
- all students have opportunities to work with students of both sexes
- the traditional gender stereotypes are broken down
- students have opportunities to examine their own pre-conceived ideas of gender roles
- students are given the opportunity to pursue subjects and interests that do not conform to gender stereotypes.

Disability

There is a general requirement in The Equality Act 2010 to make reasonable adjustments for those with disabilities. The school is committed to meeting the needs of both staff and students with disabilities and will make reasonable adjustments to arrangements or practices to alleviate disadvantage. All reasonable steps will also be taken to ensure that students with disabilities are not placed at any disadvantage compared to students without disabilities in terms of access to student information and the school curriculum.
The school will seek to provide an environment that allows students with disabilities full access (where reasonably practicable) to all areas of learning and opportunities afforded to all other students at the school, including educational visits.
Teachers will modify teaching and learning as appropriate for students with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where students are unable to manipulate tools or equipment.

Religion / Belief

The school respects the religious beliefs and practices of all staff, students, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for atheist, agnostic and humanist principles.

Sexual Orientation

The school will make no assumption about the sexual orientation of any of the members of its community.
In the curriculum, sexuality is taught within the context of loving relationships. Students' questions will be answered as they arise, honestly, factually and non-judgmentally.
The school will promote students' understanding and awareness of issues related to sexuality and sexual diversity. Through the curriculum and wider opportunities for students, sexual diversity will be celebrated, and students will develop respect.
The school will not tolerate any form of homophobia or homophobic behaviour.
Should a homophobic incident occur, it will be dealt with in accordance with school procedures and logged accordingly and reported in line with Local Authority guidance.

Age

The school will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion, or suffers from discrimination, harassment or victimisation due to their age.

Due Regard

'Due regard' will be given to equality considerations whenever significant decisions are being made or policies developed.

Training and Development

The School will seek to:

- Enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status.
- Provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs.
- Promote greater awareness of equal opportunities and the contribution that students, staff, Governors and parents can make.
- Provide training to staff on equal opportunities and, diversity and inclusion to promote understanding of equalities legislation and the school's and their responsibilities.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff and pupils/parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of objectives to the headteacher.
- The Governing Body will ensure that no-one is unlawfully discriminated against whilst in the school on account of their race, gender, religion/belief, disability, age or sexual orientation.

A delegated member of the governing body will:

- Meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Co-headteachers (DSLs) will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils
- monitor success in achieving the objectives and report back to governors
- ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.
- promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.
- promote mutual respect for other people in all aspects of school life; in assemblies, respect for other people will be a regular theme and it will also be in displays around the school.
- view all incidents of potentially discriminatory treatment with due concern and record and report incidents.
- The Designated Safeguarding Lead will ensure that equality-related concerns which may constitute safeguarding risks are responded to appropriately.

The Role of Teachers and Support Staff

- Staff will aim to ensure that all students, parents and their colleagues are treated fairly and with respect. The school will not discriminate against any child/young person, parent, member of staff or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence.
- When selecting classroom materials, teachers will strive to provide resources which promote positive images and which challenge stereotypes of minority groups.
- When designing schemes of work, teachers will pay cognisance to this Equal Opportunities Policy, both in the choice of topics to study and in how to approach sensitive issues.
- All teachers and support staff will challenge any incidents of prejudice or discrimination, and draw them to the attention of a member of the Senior Leadership Team.

The Role of Students

- Students will be made aware of the policy and draw any incidents of prejudice or discrimination to the attention of a member of staff.
- Students will be encouraged to show respect, tolerance and understanding towards others and expected to demonstrate these important values in their interactions with others.

The Role of Parents

- Parents will be made aware of the policy through the school website and are expected to encourage their children to do as outlined in prior section and will draw any incidents of prejudice or discrimination to the attention of a member of staff.

The Role of Visitors / Contractors / Third Party Employees

- All visitors and contractors are required to adhere to the Equal Opportunities Policy.

4. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times or providing an alternative assemblies for children of non-faith)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities and opportunities, ensuring that children with a learning difficulty have equal opportunity to apply and participate fully in any activity)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

5. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting respect/acceptance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- The curriculum will actively challenge stereotypes, promote diversity and ensure representation of different groups through its VoteforSchools debating curriculum.

6. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made and in the daily practice and procedures of school life.

7. Daily practice & procedures

At Leigh Primary School we believe that:	**We work towards our aim through the following strategies:**
teaching and learning should provide equal access for all and prepare pupils for a	• Ensuring equal access to resources, equipment and toys • To prepare and select resources which are free from cultural or gender bias, wherever possible and where their use is unavoidable, to employ biased resources as a means of provoking discussion of equal opportunities issues • To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work

multicultural society	• To create an environment in which co-operation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose • To review the taught curriculum and actively seek opportunities to address the issues of equal opportunities, ensuring multicultural issues are not presented in a tokenistic way • To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language • To draw on examples from many cultural traditions, including our own, and recognise Britain as having a diverse cultural background • To help children explore the idea of "stereotyping" in order that they can make more informed choices in relation to their identity (ie: gender, ethnic or cultural background, disability) • To be aware of the balance of female/male roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or artists', composers', authors' work, etc., as a focus for a curriculum area. • To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations.

At Leigh Primary School we believe that:	**We work towards our aim through the following strategies:**
every pupil and staff member is given an equal opportunity to achieve their full potential.	• All pupils should have work displayed at some time during the school year. • Pupils with special educational needs must be given equal access to the curriculum • Staff need to have an awareness of the demands of the individual and endeavour to give equal attention and speak in the same manner to all children, avoiding bias when praising or disciplining • Teaching material and other forms of communication are reviewed on a regular basis to ensure compliance with this policy. • All children should have equal opportunities to help with jobs • All children have equal access to extra-curricular activities regardless of protected characteristic or economic disadvantage. • All children must have an opportunity to take books home to read • Children should be involved in formulating class rules at some point in each academic year. • Parents and link governors have an opportunity to view the type of teaching/work undertaken in support of the curriculum. This should encourage an independent perspective of the way in which the "wider community" is portrayed.

At Leigh Primary School we believe that:	**We work towards our aim through the following strategies:**
each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.	• Clear and constant messages will be given regarding the school's values and disciplinary procedures – in line with the policy on bullying. • The school's behaviour policy will include specific reference to the avoidance of sexual or racial harassment and abuse, together with clearly understood procedures for dealing with any occurrences. • The school will not tolerate prejudice-related behaviour including racism, sexism, sexual harassment, disability discrimination, or homophobic, biphobic or transphobic bullying. • Children, parents and staff will be given equal treatment and equal opportunity to voice their opinions. • Parents will be informed of their child's behaviour, good and bad, together with any aspects of their attitude towards others which gives rise to concern. Initial

	liaison regarding discrimination problems is expected to be of an informal nature – by the class teacher or headteacher. • Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community. • Assembly times will reinforce good behaviour in the area of equal opportunities and involve peer groups in the approval (or disapproval) process. • Assemblies will includes opportunities to challenge prejudice, question stereotyping and enhance understanding of our multicultural and pluralistic society • Staff meetings will include equal opportunity issues, with particular reference to this policy and its inclusion in curriculum activity. • Displays around the school will reflect a variety of positive images which are free from stereotyping associated with gender, race or physical disability • Adults from a broad spectrum of society are encouraged to visit the school, particularly to demonstrate role models which are non-traditional for their sex, ethnicity or disability • Schemes of playground use avoid domination of space by any particular group and playtime supervisors uphold the principles of equal opportunities in their work with children • Sanctions used in the school are the same for boys and girls and applied equally. • School publications will reflect the commitment to equal opportunities and are free from gender or cultural bias • All prejudice-related incidents will be recorded using the school's agreed system, monitored for patterns, and addressed through safeguarding, behaviour and anti-bullying procedures. • Appropriate access is provided throughout the school site for wheelchair users and people with other disabilities, as resources and the building allow

8. Equality objectives 2021 - 2025

Objective 1

Continue to ensure that recruitment procedures provide equal opportunity for applicants of minority ethnic communities, genders, faiths and disability to be successful in gaining a position at Leigh Primary School.

Context: This objective has been chosen as a continuation of procedures due to the fact that applicants for positions/vacancies tend to be applied for predominately by persons of white origin and female. This has led to a lack of diversity in the workforce. Increased diversity in the workforce would be more representative of society providing role models with varying characteristics.

To achieve this objective: We will attempt to advertise positions with a longer window of application to encourage a greater number of applicants to shortlist from and maintain fair and safe recruitment procedures. Any member of the SLT involved in recruitment and selection will engage in equal opportunities and non-discrimination training ensuring that our legal obligations are met. The school will continue to carry out online searches for all shortlisted candidates in line with Keeping Children Safe in Education and safer recruitment procedures.

Objective 2

To narrow the gap by raising the % of all pupil premium children who are at their attainment target by the end of each academic year.

Context: Over the last 5 years the school has worked to minimize any gap in progress of pupil premium children. However, an attainment gap remains for children who are double vulnerability (PPr and SEND) and Pupil Premium only children.

To achieve this objective we will:

- Ensure all staff are aware of which pupils are disadvantaged and indicate these children on individual or class provision maps.
- Share the pupil premium individual profile plan with all staff as well as the pupil premium strategy plan relating to the intent, implementation and impact review of pupil premium funding. Use this to monitor the impact of intervention on pupil premium children.
- Please see Pupil Premium Strategy Plan for comprehensive detail on how this objective will be worked towards.

Objective 3

To narrow the attainment gap with regard to the percentage of boys and girls reaching Expected+ in Writing and Maths.

Context: In writing there is an attainment gap with girls out performing boys and an attainment gap in maths with boys out performing girls.

To achieve this objective we will:

- Ensure class teachers plan the curriculum with particular regard for boys writing, ensuring their interests are catered for.
- Ensure that boys underachieving in writing receive consistent high-quality support and targeted interventions where necessary.
- To ensure that, in all instances, there is high quality teaching within the classroom.
- To provide good role models for boys in using high quality texts from male authors
- To utilise democracy in British Values curriculum to discuss and canvass views from boys on what they would like to write about.
- To ensure that girls are appropriately challenged in their mathematics curriculum.
- To utilize mixed ability pairings and mixed gender pairings in mathematics lessons.

Objective 4

To ensure that all children have the equal opportunity to access a high-quality education through improve attendance rates for all. To ensure that children who are identified as persistently absent and have little support at home make at least good progress and show narrowing of the gap in all core subjects.

Context: Leigh Primary School attendance is strong and lies above 96% and therefore we have made progress since 2022 when our overall attendance sat below 95%. However, we now need to ensure that we narrow the gap between SEND and Pupil Premium children attendance and Non- Vulnerable Group identified children.

To achieve this objective, we will:

- To continue to consult with the attendance officer to intervene using appropriate escalating techniques such as: consultation, support measures, monitoring, restrictions on the approving authorised absence without evidence, penalty notices and potentially referral for support from the Local Authority.
- To utilise early help where necessary
- To provide parent workshops offering advice on how to support learning at home or alternatively zoom meetings and webinars for targeted families.
- To build positive relationships with families through effective communication to encourage regular attendance.
- To praise parents and pupils who improve poor attendance.
- To provide targeted reward and monitoring for pupils who are actively resisting attendance.
- To develop a culture of awareness of the importance of regular attendance amongst pupils, staff and parents.
- To utilise guidance from 'Working together to Improve School Attendance (2024)'

9. Incident Reporting

Records will be maintained of abuses and ongoing concerns will be discussed in depth by the headteacher and parents and child where appropriate.

Parents who are unavailable/ unwilling to discuss individual cases will receive a letter inviting their response, a copy of which will be held on file.

All forms of discrimination by any person within the school are to be treated very seriously and records of such incidents will be recorded in the **Equalities Incident register.**

10. Complaints

Any complaints concerning equality opportunities should be addressed, as appropriate, through the school's complaints or grievance procedures.

11. Monitoring & Review

Equalities Objectives will be set each year as part of the annual School Development Plan review process and described within the SDP for that academic year.

The measurement of equal opportunities in practice requires a variety of criteria to be assessed, of both a quantitative and qualitative nature. Key areas for monitoring will include:

- Record of specific incidents relating to equal opportunities
- The level of complaints by pupils, staff and parents in relation to equal opportunities
- Governors' school visits will aim to identify any divergence from this policy.
- Pupil results – analysis to detect signs of underachievement against baseline assessments, teachers' expectations, etc. Such comparisons will pay regard to equal opportunities factors.

Overall tracking of equalities performance data will be through the **School Development Plan review process** – which includes formal and informal review of progress against plan.

As Equalities performance against this policy cuts across ALL areas of School operation, each monitoring pair of the Governing body will review specific elements pertaining to their scope of interest. Leaders and governors will consider equality implications when making decisions and will review data on attendance, attainment and behaviour to identify and address disparities.

The Headteacher's Report to Governors will include tracking of key equalities indicators as required by the School Development Plan and current legislation.

	Signed	Date
Approved by Governing Body	Governing Body	30/03/26
Chairman of Governors	David Dorrell	30/03/26
Co-Headteachers	Jenna Halfhide and Joanne Shobbrook	30/03/26