



EQUAL OPPORTUNITIES POLICY

This policy includes the Early Years Foundation Stage (EYFS)

Policy reviewed: 13th February 2025

Policy to be reviewed: 12th February 2027

AIM

St Wystan's School is committed to equality of opportunity. All members of the School community will be treated equally, and we ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. The school endeavours to create an environment in which pupils and staff give due respect to others and their work or ideas. This commitment is shared by pupils, staff, parents and governors.

- (a) We oppose all forms of unlawful or unfair discrimination and aim to ensure equal treatment for all.
- (b) We aim for all of our pupils to follow a broad and balanced curriculum and to achieve qualifications and to develop skills appropriate to their abilities. In doing so, we prepare our pupils for access to the next stage in their education, for their move into secondary education and provide an education that develops citizenship skills in preparation for the complex adult world of work within a global context.
- (c) We aim for all pupils to be made aware of their responsibilities within the School and the wider community and to be sensitive to the needs of others.
- (d) We believe in breadth of education. All pupils are provided with opportunities to develop personal, sporting and cultural interests.
- (e) We expect all pupils, parents and staff to contribute to the maintenance of high standards of behaviour, within a framework of sound moral and spiritual values, and that they should endeavour to enhance the values and traditions of the School by their own actions.

We welcome pupils from many different ethnic and racial groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our School community and the rights and freedom of others. The School is committed to being an equal opportunities education provider and is committed to equality of opportunity for all members of the School community.

The School recognises and accepts its responsibilities under the law, in line with the 1976 Race Relations Act and in line with the Equality Act 2010.

Admissions

At St Wystan's School we are committed to equality and inclusion. Our admissions policy is fair and transparent. We offer places to pupils with a wide range of additional needs, following an enhanced admissions process, to gather additional information, where required. We are committed to the British Values, fostering respect and tolerance in all areas of School life, including our admissions process.

Our aim is to encourage applications from candidates with a diverse range of backgrounds. This enriches our community and is vital in preparing our pupils for today's world. Means-tested bursaries are offered in order to meet the School's admission criteria to attend the School. Although St Wystan's School has Christian roots, we do not select for entry on the basis of religious belief, and we offer and encourage the opportunity for pupils to practice their own faiths. Our community welcomes pupils from many different ethnic groups, backgrounds and creeds. All candidates for admission will be treated equally, irrespective of their parents' race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, sexual orientation, property, birth or other status.

Educational Adjustments

We welcome pupils with special educational needs, providing that our SEND provision can offer them the support that they require. In line with the Special Educational Needs and Disability Act, we seek to ensure that those with special educational needs are not treated less favourably or put at a substantial disadvantage in matters of admission. The School will take all reasonable measures to support a child and will make adjustments to ensure accessibility to the curriculum where required. We encourage applications from pupils with EHCPs, and will assess at admissions if we are able to support them. St Wystan's School does not have the expertise on the staff team to provide for the needs of all pupils with learning difficulties. However, where LEA funding can be accessed to provide a 1-1 support assistant, applications will be considered for pupils with more severe needs. An enhanced admissions process may take place in which the SENDCo will make a visit to the current setting to observe the pupil and talk to staff. Additional support with specialist staff can also be arranged, including English as an Additional Language (EAL), at the parents expense, in order for a child to maximise their potential to fully access the curriculum.

Curriculum

At St Wystan's we offer a broad and balanced curriculum, and all pupils have an equal entitlement to the curriculum.

- Our School offers a differentiated curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with protected characteristics.
- Curriculum progress is tracked for all pupils, including those with a SEND
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils
- We work closely with Local Authority to ensure we receive funding for 1-1 assistance to enable pupils with an EHCP to attend our School
- We draw on the expertise of professionals to support pupils with disability to attend our School
- We ensure trips are accessible to all pupils
- Curriculum planning shows that pupils with an EHCP are planned for and show all academic staff are aware of, and are confident in applying reasonable adjustments necessary to teach people with SEND in the manner outlined in their One-Page Profiles

Resources and Materials

The provision of good quality resources and materials within the School is a high priority. These resources should:

- Reflect a variety of viewpoints
- Show positive images of males and females in society, including people with disabilities
- Reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of the School community

Care will be taken with the purchase of materials to ensure resources promote positive images and avoid stereotyping. When designing schemes of work, we will use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.

Organisation

When organising groups for various activities, consideration is always given to the composition of the group to provide a balance appropriate to the activity.

We ensure that the learning environments reflect a range of diverse cultures. This includes links with other communities, instruction in a range of religions and their associated festivals and celebrations, and theme days introducing the pupils to languages, music and food from other countries.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all. All pupils are encouraged to have a voice and have their ideas valued – this is encouraged through careful planning of lessons/learning and opportunities to share thoughts and ideas, for example School Council meetings.

Extra-curricular Activities

Often, for health and safety reasons, or to comply with competition rules, extra-curricular activities are age specific. Other than this, extra-curricular opportunities are available to all pupils, with all encouraged to attend.

Links with the Community

St Wystan's will endeavour to ensure that pupils come into contact with people from backgrounds, which reflect social and cultural diversity as set out in our PSCHEE policy.

Language

We recognise at our School that it is important that members of the School community use appropriate language which:

- does not offend, transmit or confirm stereotypes
- creates the conditions for all people to develop their self-esteem
- uses correct terminology when referring to groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians

We undertake to make appropriate provision for all bilingual groups to ensure access to the whole curriculum.

Staff Recruitment

St Wystan's is an equal opportunities employer. There should be no discrimination in appointments on grounds of race, gender, age or sexual orientation. The School also believes in equality of opportunity for promotion, regardless again of race, gender, age or sexual orientation.

In all staff appointments, the best candidate will be appointed based on strict professional criteria. We undertake to encourage the career development and aspirations of all staff. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils. We recognise the need for positive role models and distribution of responsibility among staff. Wherever possible, this should include access to a balance of male and female staff.

Staff training

At St Wystans School we are committed to equality of access to staff training and development opportunities for all staff. Requests for CPD opportunities will always be taken seriously and where possible approved in a fair way across all staff, accounting for logistical, financial differences and differences in the impact on the School community.

Harassment and bullying

It is the duty of the School to challenge all types of discriminatory behaviour especially unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions about the appearance, character, race, disability or ability, sexuality or gender of another person. The School has agreed procedures for dealing with incidents such as these, see Behaviour Management and Discipline Policy, Anti-Bullying Policy and Complaints Policy.

Links to other policies

Equality of opportunity is relevant to most of the school's policies but has cross reference to the following policies:

- Admissions Policy
- Accessibility Policy
- Anti-Bullying Policy
- Behavior Management and Discipline Policy
- Inclusion policy
- PSHCEE Policy
- Recruitment and Selection Policy
- RSE Policy
- SEND Policy
- Maternity Leave and Pay Policy

MONITORING/EVALUATION

This policy will be reviewed and evaluated **on a two-year rolling programme.**

Appendix 1

Reviewed by	Headteacher		
Date Reviewed	12 th February 2025		
Date of Next Review	11 th February 2027		
Governing Body Approval	Yes/No	Signed/Dated	
Website/App	Yes/No	ISI	Yes/No
Staff Handbook	Yes/No	Parent Handbook	Yes/No

Protected

Characteristics

Race

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 pupils 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 pupils' understanding of the UK and world society in history, including the contributions of minority ethnic groups and key individuals within those groups.

As part of the broad and balanced curriculum, the School will ensure fundamental British Values are promoted, giving pupils a clear understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

The School will:

- Strive to eliminate all forms of racism, including colour, nationality, ethnic or national origin and racial discrimination
- Promote equal opportunity
- Promote good relations between people of different racial and ethnic groups
- Regularly examine its curriculum, procedures and materials for racist bias, inequality, or stereotyping
- Not tolerate any form of racism or racist behaviour. (Should a racist incident occur, it will be dealt with in accordance with the school's procedures and logged accordingly.)
- Give students the understanding that they need to recognise prejudice and reject racial discrimination

Sex

The School will regularly examine its curriculum, procedures and materials for gender bias, inequality, or stereotyping. The School will encourage pupils to be aware of rigid gender stereotypes presented by, for example, the media, and will try to ensure that resources including books and other learning materials value the achievements of all. 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 pupils of different genders
- All pupils have opportunities to work with students of different genders
- Traditional gender stereotypes are broken down
- Pupils have opportunities to examine their own preconceived ideas of gender roles
- Pupils are given the opportunity to pursue less conventional subjects and interests, for example, girls to read more non-fiction and boys more fiction

Disability

There is a general requirement in the Equality Act 2010 to make reasonable adjustments so those with disabilities. The School is committed to meeting the needs of both staff and pupils with disabilities and will make reasonable adjustments to arrangements or practices to alleviate disadvantages.

All reasonable steps will be taken to ensure that students with disabilities are not placed at a disadvantage, compared to pupils without disabilities, in terms of access to pupil information and the School curriculum.

The School will seek to provide an environment that allows pupils with disabilities access, where reasonably practicable, to all areas of learning and opportunities afforded to all other pupils at the school, including educational visits.

Teachers will modify teaching and learning as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities, modified teaching materials or, where pupils are unable to manipulate tools or equipment, offered alternative activities

Religion/Belief

The School respects the religious beliefs and practices of all staff, pupils and parents and visitors, and will comply with all reasonable requests relating to religious observations and practice. This includes respect for those with no religion or belief..

Sexual orientation.

The School will make no assumption about the sexual orientation of any members of its community.

In the curriculum, sexuality is taught within the context of loving relationships. Pupil's questions will be answered as they arise, honestly, factually, non-judgmentally and in an age-appropriate way.

The School will promote pupils' understanding and awareness of issues related to sexuality and sexual diversity, as appropriate to their age and year group, using guidance from the primary School curriculum published with the PSHCEE Society.

The School will not tolerate any form of homophobia or homophobic behaviour. Should a homophobic incident occur, it would be dealt with in accordance with the School procedures and logged accordingly.

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 because of their age.

Paternity and maternity

The School has a maternity leave and pay policy which is in line with the latest government guidance, and ensures all staff covered by this policy are treated fairly in terms of employment rights and pay. The School also ensures staff are safe at work whilst pregnant and respect their right to privacy when breastfeeding.

Marriage and civil partnership

The School is supportive of marriage between a man and woman, and between same sex couples, and ensures that all are treated fairly in the workplace regardless of their marriage or civil partnership status.

Gender reassignment

The School ensures that a member of staff undergoing, or proposing to undergo, gender reassignment is treated fairly and with respect.

Appendix 2

Provision for Transgender Pupils and Staff

The School recognises that the rights and protection of transgender people are currently a rapidly developing area of the law. Such as, the School is actively working to ensure that there are systems in place with a view to ensuring that standards are being met, for all pupils and staff, including those who are questioning their gender and/or experiencing gender related dysphoria. The School aims to work closely with all pupils and staff affected by policies and decisions relating to gender, and in the case of pupils, also with their parents. In doing so, the aim is to find sensitive and pragmatic solutions which ensure every member of the School community:

- is safe
- has their privacy and dignity respected
- Is able to access education and training, and participate fully in the life of the school

Pupils

The School recognises that there will be a need for flexibility of approach to supporting and including pupils experiencing gender related dysphoria. At the same time, other academic and pastoral needs of the pupils should not be overlooked.

Admissions

The School recognises that a pupil's sexual orientation or gender identity is not a lawful consideration in determining admission to the School. This is per the guidance in the Gender Recognition Act 2004 and UK Supreme Court Judgement 2025, regarding gender.

Uniform

The School is currently trialling a Uniform A and Uniform B for pupils in Forms 5 and 6. This will be reviewed at the end of the academic year 2024 to 25, and next steps discussed.

Sport

All pupils are actively encouraged to take part in all sports, competitions and meets, as age appropriate.

Toilets and changing rooms

Suitable toilets are available to pupils, as are changing facilities. There will also be thought given to access of disposal of sanitary products, with sanitary bins available in unisex toilets for older pupils.

Confidentiality

There may be situations where a pupil confides in a member of staff about sexuality and or gender identity but does not want this information disclosed more widely. School staff will manage pupils' expectations and avoid assurances of confidentiality and will encourage pupils to discuss the situation with their parents and, where appropriate, support them to do so. The School will work cooperatively with the parents as primary carers. At the same time, the School will take into account the wishes and feelings of the pupil. Where appropriate, the School will work with pupils in an appropriate and sensitive way to help them understand the implications of their decisions.

The School will follow government guidance and adopt a climate of 'watchful waiting'.

Staff

The School recognises that employees are protected from discrimination based on their gender identity. The working environment should not in any way be intimidating, degrading, hostile, or offensive to staff with a protected characteristic.

