



## **EQUAL OPPORTUNITIES POLICY**

**This policy includes the Early Years Foundation Stage (EYFS)**

***Policy reviewed: February 2023***

***Policy to be reviewed: February 2025***

### **AIM**

St Wystan's School is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their respective merits and abilities. This commitment is shared by children, staff, parents and governors.

- (a) We oppose all forms of unlawful or unfair discrimination on the grounds of race, colour, nationality, ethnic origin, gender, marital status, sexual orientation, social background, trade union membership, disability, political views and religious beliefs, and aim to ensure equal treatment for all.
- (b) We aim for all of our children 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 children for access to the next stage in their education, for their move into secondary education and also 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 children 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 the breadth of education. All children are provided with opportunities to develop personal, sporting and cultural interests.
- (e) We expect all children, parents and staff to contribute to the maintenance of high standards of behaviour, within a framework of sound moral, spiritual values and that they should endeavour to enhance the values and traditions of the school by their own actions.

We welcome children 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 freedoms 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; all candidates for admission will be treated equally, irrespective of their, or their parents' age, gender, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race or ethnicity, language, religion or belief, national or social origin, sexual orientation, property, birth or other status. We expect all of our pupils to attend all assemblies and outings, and to take part in Religious Education lessons.

## **MAIN EQUALITY AREAS**

### **a) Race**

i) We regard as racism any attitude held by a person or group of one ethnic origin towards an individual or group of a different ethnic origin which is offensive, discriminatory or hostile towards the individual or group. We also consider racism to be behaviour, acts or expressions that reflect such attitudes; or any incitement to behaviour of that kind.

ii) Unacceptable behaviour would be, for example:

- physical assault against a person or group because of colour or ethnicity
- verbal abuse, derogatory name-calling, insults, threats and racist jokes
- racist graffiti
- issuing/wearing of racist materials e.g. leaflets, magazines, insignia
- inciting others to behave in a racist manner
- making racist comments or suggestions in the course of discussions or lessons
- refusing to co-operate with others because of colour or ethnic origin
- social isolation or segregation on grounds of colour or ethnicity

iii) We aim to ensure that there is a sufficiently supportive and positive climate to enable any pupil who feels that they are the victim of racist behaviour to feel confident to inform their class teacher or another responsible adult within the School.

iv) Should racist comments occur in the course of classroom activity, the teacher should immediately make clear to the individual(s) responsible that such remarks are unacceptable. Where relevant, any offensive material should be removed or confiscated, a record kept of the incident and the perpetrators given a verbal warning. Persistent behaviour of this kind should result in parents being informed and asked to discuss the matter with the class teacher and member of the Senior Leadership Team. Counselling for victim and/or perpetrator may be considered. A record of the incident will be kept on the Child-on-Child Abuse log

v) Any allegation of racism against a member of staff must be reported to the Head.

vi) We recognise that the absence of overt racism is no guarantee that the School is free from racial prejudice. Account must always be taken of people's concerns and sensitivities so that no one is either falsely accused or unduly the focus of attention. However due regard must be given to the contribution cultural diversity can make to the life and well-being of the school community. We seek to welcome and celebrate the contribution all cultures make to school life.

### **b) Gender**

i) We consider sexism to be any attitude held by a person or group of one sex towards an individual or group of the other sex which is offensive, discriminatory or hostile towards that individual or group. We consider sexual harassment to be behaviour, acts or expressions that reflect such attitudes; or an incitement to behaviour of that kind.

ii) Sexual harassment would be, for example:

- physical abuse against a person or group because of their gender
- verbal abuse, intimidation, insults, threats
- using lewd or suggestive vocabulary, pictures or writing to cause offence or humiliation

- offensive reference to an individual's sexuality
- making sexist comments or suggestions in the course of discussion in lessons
- refusing to co-operate with other children because of their gender
- uninvited physical contact.

iii) Improper conduct by a member of staff

- any allegations should be fully investigated; the investigation should be directed by a member of the SLT
- where the allegation is against the Head, the matter should be reported directly to the Chair of Governors; [chair@stwystans.org.uk](mailto:chair@stwystans.org.uk)

iv) Members of staff should always conduct themselves in a professional manner and avoid actions or situations which might be misconstrued.

**Sexual harassment of staff by staff**

- the victim (or a colleague) should make the perpetrator aware that the victim finds the behaviour unacceptable
- the victim should seek support from friends and avoid the perpetrator where possible
- if harassment persists the matter should be reported to the Head (or initially to the Deputy Head)
- where the perpetrator is the Head, the matter should be reported directly to the Chair of Governors; [chair@stwystans.org.uk](mailto:chair@stwystans.org.uk)

**Sexual harassment of a child by a member of staff**

- evidence of such harassment may take a number of forms; witnessed by another member of staff; reported by a pupil to another member of staff; formal complaint from parent or guardian
- in very minor cases a caution or warning to the member of staff and an official apology to the pupil may be sufficient
- the matter must be reported to the Head
- in such situations the Head, supported by the SLT, must decide whether the harassment constitutes "abuse" in which case child protection procedures must be observed.
- where the complaint is against the Head, the matter should be reported directly to the Chair of Governors; [chair@stwystans.org.uk](mailto:chair@stwystans.org.uk)

**Sexual harassment of staff by a child**

- relatively minor incidents should be dealt with by the member of staff concerned by a reprimand or a warning

- continued harassment should be referred to the Deputy Head and the Head informed if the matter is sufficiently serious
- where the sexual harassment involves the Head, the matter should be reported directly to the Chair of Governors; [chair@stwystans.org.uk](mailto:chair@stwystans.org.uk))

### **Child-on-child sexual violence and sexual harassment (KCSIE 2022)**

- All staff working with children are advised to maintain an attitude of ‘it could happen here’, and this is especially important when considering child-on-child abuse.

Staff should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **c) Disability**

i) We regard as unacceptable attitudes held by a person or group towards an individual with a physical disability which are offensive, discriminatory or hostile towards the individual. We regard as unacceptable behaviour acts or expressions which reflect such attitudes; or any incitement to make others adopt such attitudes.

ii) Examples of unacceptable behaviour would be:

- physical assault against an individual because of his/her disability
- verbal or written abuse, intimidation, insults, threats
- reference to an individual’s disability inside or outside lessons
- refusal to co-operate with an individual because of his/her disability

iii) Minor incidents will be dealt with by the member of staff issuing a reprimand or a warning; the incident will be recorded

iv) Persistent or serious incidents will be reported to the Head who will contact parents involved.

### **STAFF RECRUITMENT**

St Wistan’s is an Equal Opportunities employer. There should be no discrimination in appointments on grounds of race, gender, age or sexual orientation.

St Wistan’s also believes in equality of opportunity for promotion, regardless again of race, gender, age or sexual orientation.

### **POLICY STATEMENTS**

#### **a) Admissions**

It is important that when accepting a place at St Wistan’s School, parents are aware of and subscribe fully to our Statement of Aims. It is important for parents to notify the school of any learning difficulties or disabilities so that needs can be accommodated and these can be taken into account during the admission process. We aim to have

an open line of communication and work with parents and outside professionals to the best of our ability throughout a child's time at St Wystan's.

**b) Curriculum**

Children have an equal entitlement to the curriculum regardless of gender, ethnicity or disability.

**c) Organisation**

- i) All lists should be in ordered without regard to gender.
- ii) Children will be addressed by their 'known' name. Expressions which tend to relate to one sex only should be avoided.
- iii) Roles, responsibilities and rewards within the school should be allotted regardless of gender or ethnicity.

**d) Secondary School Advice**

All such advice should be non-discriminatory

**e) Extra-curricular Activities**

i) Where possible, opportunities are available to all children, regardless of gender, ethnicity or any other factor. It is accepted that there are occasionally practical constraints (e.g. regulations of outside bodies imposing limits on participants; regulations imposing a maximum quota of members of one sex in a group; safety constraints laid down by organisations; safety constraints dictated by the size of the facilities; matters of common sense with supervision of children, especially on overnight visits).

**f) Links with the Community**

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

**MONITORING/EVALUATION**

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

Reviewed by	Headteacher		
Date Reviewed	February 2023		
Date of Next Review	February 2025		
Governing Body Approval	Yes/No	Signed/Dated	
Website/App	Yes/No	ISI	Yes/No
Staff Handbook	Yes/No	Parent Handbook	Yes/No