



FLIXTON PRIMARY SCHOOL

EQUAL OPPORTUNITIES POLICY

Written and reviewed: October 2025

GUIDING PRINCIPLES

Flixton Primary School is committed to equal opportunities and aims to be a school where everyone:

- ◆ is respected and respects others
- ◆ takes part in the life of the school
- ◆ achieves to their potential
- ◆ develops skills essential to life
- ◆ exercises choice

We share the belief that no-one should receive less favourable treatment on the grounds of: race, gender, disability, sexuality, age, income, religion, colour, ethnic or national origin, marital status, nationality.

In our school, we recognise that it includes:

- ◆ girls and boys, women and men
- ◆ people from minority ethnic backgrounds, travellers, asylum seekers and refugees
- ◆ people from different faith backgrounds
- ◆ pupils who need support to learn English as an additional language (EAL)
- ◆ pupils with special educational needs
- ◆ children in public care
- ◆ other children, such as sick children, young carers, those children from families under stress.
- ◆ pupils who are at risk of disaffection and exclusion.

THE LEGAL FRAMEWORK AND OTHER SUPPORTING POLICIES

The following legislation informs our school Equal Opportunities Policy:

- ◆ **Sex Discrimination Act 1975**, which requires schools to ensure that they do not discriminate against either sex in matters of admissions, standards of behaviour, dress and appearance, delivery of the curriculum and provision of all educational services;
- ◆ **The Race Relations Act 1976**, which describes direct and indirect discrimination and gives every Local Authority the duty to give due regard to the need to eliminate unlawful discrimination and to promote equality of opportunity and good relations between persons of different racial groups;
- ◆ **The Human Rights Act 2000**, which makes most of the rights set out in the European Convention on Human Rights enforceable in the English Courts
- ◆ **The Race Relations (Amendment) Act 2000**, which includes a positive duty of schools to promote racial equality measures;
- ◆ **The Special Needs and Disability Act 2001**, which includes requirements on schools to ensure there is no discrimination against disabled people, including staff and pupils, and to have available information about facilities for disabled people.

EMPLOYMENT

As an employer, **School** is committed to the employment policies and practices of the Council for every member of staff, including part-time, supply and ancillary staff. This also includes opportunities for professional development. We will ensure that all staff (including Governors) involved in recruitment are trained in equal opportunities practices and that our procedures are fair, honest

and open. We will monitor staff recruitment and career development by ethnicity, gender and disability.

RACE EQUALITY

In line with the requirements of the **Race Relations (Amendment) Act 2000**, the school fully understands the need to promote racial harmony and to plan opportunities for combating racism in our policies, procedures and curriculum.

We believe that our school must be a safe place for everyone and we are committed to the principles outlined in the **Macpherson Inquiry Report** and to the recommendations it makes. We are committed to:

- ◆ tackling racial discrimination
- ◆ promoting equality of opportunity and good race relations

Tackling racial discrimination

We will tackle racial discrimination by monitoring the outcomes of opportunities at our school and by dealing with and reporting racist incidents.

We accept the definition of a racist incident

A racist incident is any incident that is perceived to be racist by the victim or any other person.

Allegations of harassment and discrimination based on ethnicity will be investigated as far as possible, using the school's usual disciplinary procedures, and racism will be directly challenged. Action will be taken to prevent the likelihood of recurrence. Incident reports will be completed on Arbor to help the school monitor incidents and take appropriate action, with a summary of incidents being reported termly to Governors. In the event of a member of staff being implicated, the usual disciplinary procedures will apply.

Promoting equality of opportunity and good race relations

These aspects of our race equality work will largely be done through monitoring and planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality.

GENDER

We believe that girls and boys should have equal access to all aspects of school life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that both girls and boys achieve to their full potential.

We will promote approaches which provide equality of opportunity, including:

- ◆ taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes throughout the curriculum
- ◆ avoiding gender stereotyping when organising pupils into groups

DISABILITY

School is fully committed to the new duties placed on schools in the **Special Educational Needs and Disability Act**

We will consider the needs of all people in school including:

- ◆ pupils who may be disabled but not have a statement of special educational need nor be on any stage of special needs assessment

- ◆ teachers and other school staff
- ◆ Governors
- ◆ all visitors to school

Our School will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff and to the curriculum for disabled pupils. In addition, the school will ensure, to the best of its ability, that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled. In particular, our policies relating to the education and related services we provide and our admissions policy will ensure there is no substantial disadvantage.

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- ◆ planning appropriate amounts of time to allow for satisfactory completion of tasks
- ◆ planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
- ◆ identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals.

ROLES AND RESPONSIBILITIES

The general duties of the school in relation to equal opportunities are the responsibility of all members of staff and people involved in working at our school.

Specific responsibilities are;

- developing and monitoring of Action Plan arising out of the Policy (Head Teacher and Governors)
- designated person for co-ordinating the school response to and reporting onwards to the LA of racist incidents report forms (Head Teacher)
- monitoring aspects of the school outlined in 2.2 of the School's Objectives section (Head Teacher and Governors)
- ensuring that training in equal opportunities work is available to all members of staff (Head Teacher and Governors)
- monitoring and evaluating the effectiveness of the Policy (Head Teacher and Governors)
- planning in the curriculum and life of the school for promoting racial harmony and preparing pupils for living in a diverse and increasingly interdependent society (Teaching Staff)

SCHOOL'S OBJECTIVES

The aims of this policy will be met by:

- 1. Promoting the principles and practices of equality and justice throughout the school**
 - 1.1 Ensure that all children receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated, to meet identified individual needs through flexible and varied provision
 - 1.2 Promote racial harmony, prepare pupils for living in a diverse and increasingly interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination

1.3 Comply with Equal Opportunities legislation and meet Ofsted criteria for Inclusion

2. Identifying and removing practices that may result in direct or indirect discrimination

2.1 Develop the support and training available for all staff, including governors, to develop their practice in Equal Opportunities work

2.2 Monitor and evaluate by gender, ethnicity and disability

- ◆ access to educational opportunities and services
- ◆ attainment
- ◆ curriculum, teaching and learning
- ◆ exclusions
- ◆ punishment and reward
- ◆ membership of the governing body
- ◆ parental involvement
- ◆ staff recruitment and career development

2.3 Monitor and evaluate data on the number of racist incidents in school

2.4 Ensure that families for whom English is an additional language have materials about school and the curriculum translated into their languages

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE POLICY

A variety of information, including quantitative and qualitative data, will be used.

It will include:

- ◆ Data on pupil attainment, by gender, ethnicity and disability
- ◆ Access to the curriculum and subject areas
- ◆ Exclusions from school
- ◆ Exclusions from areas of the curriculum, including school trips and extra-curricular activities
- ◆ Sanctions and rewards
- ◆ Staff recruitment and career development
- ◆ Analysis of behaviour incident report forms
- ◆ Ofsted reports on **School's** educational provision and standards
- ◆ Consultation with parents, pupils, Governors and the LA