**Equality of Opportunity Policy**

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Please read this document in conjunction with any specific Mynydd Haf School procedures as directed by the head teacher.

1. **Supporting Documents**

This policy must be read in conjunction with:

* The School’s Equality Plan
* The School’s Accessibility Plan
* [Counter Bullying Policy](https://live.radarhealthcare.net/documents/27/DownloadDocument/2789)
* [Positive Behaviour Policy](https://live.radarhealthcare.net/documents/27/DownloadDocument/2813)
* [HR policy Equality of Opportunity (As an employer)](https://live.radarhealthcare.net/documents/27/DownloadDocument/2531)
* [Relationships & Sexuality Education Policy](https://live.radarhealthcare.net/documents/27/DownloadDocument/2810)
* Whistleblowing policy
* The Equalities Act 2010 (Statutory duties) (Wales) Regulations 2011
* Human Rights Act 2000
* Disability and Discrimination Act (2005)
* ESTYN: Guidance on reducing restrictive practices in childcare, education, health and social care settings 2020
* Independent School Standards (Wales) Regulations 2024
* Keeping Learners Safe (2022)
* Human Rights Act Reform: A Modern Bill of Rights proposal (2022)
* The Right Way – A Children’s Human Right’s Approach in Education in Wales
* Additional Learning Needs (ALN) Code of practice 2022
* Curriculum for Wales
* Well-being of Future Generations (Wales) Act 2015
* Welsh Government - Supporting Learners with Healthcare Needs – (March 2017)
* WG Guidance - Practical Approaches to Behaviour Management in the Classroom: A Handbook for classroom teachers in Secondary Schools 2012
* WG Safeguarding Guidance and Social Care: Reducing restrictive practices to children and adults July 2024
* ALN Code of Practice 2022: Working together to improve school attendance August 2024
1. **Introduction**

All pupils at have an equal right to develop and achieve their potential. Equality of opportunity underpins the school curriculum and the work of the school and the values of Keys Group. Children and young people are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

1. **Aim/Scope**

This policy aims to help the school meet the duty to:

* Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
* Advance equality of opportunity between those who have a protected characteristic and those who do not.
* Foster good relations between those who share a protected characteristic and those who do not
* The Equalities Act 2010 (Statutory duties) (Wales) Regulations 2011defines nine protected characteristics, of which all are potentially applicable to the school community. They are: age, marriage and civil partnership (as an employer but not applicable to pupils), disability, sex, gender reassignment, race, pregnancy and maternity, religion or belief, sexual orientation.

This policy further aims to:

* Offer equal opportunities regardless of race, culture, gender, academic ability, physical ability, CLA status or class.
* Provide an environment free from social, sexual or cultural prejudice for all members of our school community.
* Achieve an environment in which members of the school community can be respected as individuals and in which the varied experiences of the community can enrich the life of the school.
1. **Abbreviations and Definitions**

The following definitions have been taken from the definitions within the Equality Act

* Disability - physical or mental impairment that has a “substantial” and long term effect on ability
* Race includes colour, nationality, ethnic or national origins.
1. **Policy Content**

The following legislation informs our school Equal Opportunity Policy:

 The Equalities Act 2010 (Statutory duties) (Wales) Regulations 2011 which replaced the Sex Discrimination Act 1975, Race Relations Act and Disability Discrimination Act etc. The Equalities Act 2010 (Statutory duties) (Wales) Regulations 2011 requires equal treatment in access to employment as well as private and public services, regardless of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. In the case of disability, employers and service providers are under a duty to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people. In particular chapter 6, part 1 relates to equality in schools.

The Human Rights Act 2000, which makes most of the rights set out in the European Convention on Human Rights enforceable in the Welsh Courts

The Disability and Discrimination Act (2005) 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.

**Parents/Carers**

We will introduce and communicate the equal opportunities policy to parents/carers through the school prospectus, admissions meetings with parents/carers and during review meetings and open days.

**Children and Young People**

It is the right of every child irrespective of disability, gender, gender reassignment, race, pregnancy, religion or beliefs, sexual orientation or ability to achieve their full potential. Each child should have access to an education, which will enable him / her to utilise their talents to the full and achieve their potential. We must develop children to become sensitive to and aware of ways in which equality of opportunity is denied and how this might affect them in society.

**Staff**

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children and visitors. They will endeavour to establish an atmosphere within school which effectively reduces prejudice and raises self-esteem, so that all children can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability.

Staff must remember that they are role models. Staff must challenge the concept of discrimination based upon differences of age, marriage and civil partnership, sex, gender reassignment, race, pregnancy and maternity, religion and belief and sexual orientation.

* 1. **The Whole School**

**Principles**

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, external professionals, parents/guardians and pupils regardless of age (pupils are exempt from this due to registered age ranges for schools), marital status, disability, sex, gender reassignment, race, pregnancy and maternity, religion or belief, sexual orientation, are welcome and will be encouraged to participate in the life of the school.

**Actions**

Statements of equality of opportunity will be printed/referenced in all relevant school documentation e.g. school prospectus, policies and in the staff handbook.

All senior managers, staff and pupils will receive training in relevant aspects of equal opportunities to ensure their ability to actively support this policy. All staff will receive training during their induction.

On acceptance to the school all parents will receive information detailing the school's Behaviour Code.

The school will make all reasonable effort to ensure that meetings are accessible and convenient for all and take into account particular needs and requirements, e.g. physical access, child care and interpreter support.

**Statement of Inclusion**

The school recognises its need to celebrate the diversity that exists within its community and to ensure that all have the opportunity to respond to the expectations and challenges of the curriculum.

What follows are the different areas in which the school will pay particular attention to ensuring that there is Equal Opportunity for all.

 **Equal Opportunities - Multi-Cultural**

It is all schools policy:

* To incorporate a balanced view of the world through a multi-cultural approach.
* To recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives.
* To evaluate our practice to ensure that it is not at the expense of indigenous cultures.

**Equal Opportunities – Sex**

It is all schools policy:

* To seek to promote non-sexiest attitudes in both children and staff.
* To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations.
* To work towards the eradication of sex stereotyping.

In order to work towards the eradication of such differences we will ask ourselves the following types of questions when evaluating our practice:

1. Are all children able to try out new roles in recreation and learning activities?
2. Are all classroom tasks shared equally between girls and boys?
3. Do all children get an equal chance to use equipment and resources?
4. Do all our displays and teaching aids present a non-sexiest attitude?
5. Are our responses to bad behaviour the same to both boys and girls?
6. Are men and women from other cultures presented to children in a non-stereotypical way?
7. Do all children have equal access to playground space and other recreational facilities?

**Equal Opportunities – Race**

It is all schools policy:

* That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race.
* To challenge racism in the context of a caring school community.

In order to fulfil the above, the following types of behaviour will not be tolerated:

* Provocative behaviour, i.e. wearing of any racist badges or insignia.
* The use of verbal abuse or name calling of a racist nature.
* The encouragement of other to behave in a racist manner.
* The ridiculing of an individual for cultural differences.
* The telling of racist jokes or stories.
* The exclusion of others because of their culture, ethnicity or race.

**Equal Opportunities – Ability**

It is all schools policy:

* To recognise good effort and attitudes regardless of academic achievement.
* To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
* To value all efforts and achievements of children in all areas of the curriculum.

Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

**Equal Opportunities – Class**

It is all schools policy:

* That children should not be treated in any way differently because of an assumed social class.
* That assumptions will not be made as regards class difference.

**Equal Opportunities – Disability**

It is all schools policy that:

* Pupils will not be treated in any way differently to others due to their individual disabilities and needs.
* A provision will be made for the individual special needs of any child within our school community.

**Equal Opportunities – Gender Reassignment**

* The school will be supportive of any young person undergoing gender reassignment and will support them to continue effectively with their education during that process.
* The schools will ensure that learners undergoing gender reassignment are protected from bullying or harassment relating to this and will work with the young person and their parents/guardians to manage this, including how, what and when to inform other learners and the approach taken.

**Equal Opportunities – Pregnancy**

* The schools will be supportive of pupils who become pregnant and will make reasonable and appropriate arrangements to assist them to continue with their education.

**Equal Opportunities – Religion or belief**

The schools respects the religious beliefs and practices of all staff, pupils, parents and visitors and will comply with all reasonable requests relating to the accommodation of a recognised religion or belief’s observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

**Equal Opportunities – Sexual Orientation**

* The schools will make no assumption about the sexual orientation of any of the members of its community, including its pupils, teaching staff or those who use the schools facilities.
* In the curriculum, sexuality is taught within the context of loving relationships. We acknowledge during development many will be still questioning their sexual orientation. Pupils’ questions will be answered as they arise, honestly, factually and non-judgmentally. (Refer to the school’s Relationships and Sexuality Education policy)
* Derogatory name-calling (of any sort) is unacceptable under any circumstances. Matters arising in relation to name calling which relates to a pupil’s sexuality or perceived sexuality will be taken seriously and action will be taken.
1. **Responsibilities**

We acknowledge that groups of people, including pupils who are in the care of local authorities, live in children’s residential care homes have often suffered disadvantage due to prejudice or ignorance. We recognise it is all too easy for the structure of institutions to result in 'inequality by default'. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

The effectiveness of the above policy and our practice will therefore be evaluated annually. This will be done by the Schools Senior Management Team in consultation with the whole school community.

1. **Training Requirements**

Head Teacher will ensure that familiarisation with this policy is a part of the induction process for all employees.

1. **Equality Impact Statement**

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Head teacher. Keys Group will then actively respond to the enquiry.