



EQUAL OPPORTUNITIES POLICY

This Policy includes the EYFS, Junior School and Senior School

Links to other policies:

Complaints Policy; SEN Policy; Anti-Bullying Policy; Building Better Behaviour Policy; Admissions Policy

This policy outlines one of the basic aims of Moorland School, which is to maximize the potential and encourage the personal development of all staff and pupils by providing a safe and happy environment where all can flourish and where cultural diversity is celebrated.

Moorland School seeks to promote positive values by providing:

- an ethos of tolerance and respect
- equal access to participation in suitable opportunities for all pupils and staff
- a curriculum free from stereotypes
- recognition of the value of all cultures
- means of asserting people's rights to equality
- action on behalf of the disadvantaged
- stimulation for those with specific learning needs and disabilities

The Equality Act 2010 makes it unlawful for any pupils or staff to be treated less favourably because of their age, gender, sexuality, special educational need or disability, race (colour, nationality, ethnic origin), religion or belief (or none), cultural or linguistic background or family circumstances, or academic or sporting ability and Moorland School is committed to equal treatment for all.

Harassment in all its forms is unlawful and unacceptable. Any behaviour, comments or attitudes that threaten or undermine an individual's self-esteem on these grounds will not be tolerated and our Behaviour and Anti-Bullying Policies contain clear procedures dealing with discrimination.

Therefore, pupils and staff have the right to:

- not be discriminated against
- make a complaint of discrimination
- know how to make a complaint and where to get help
- have their complaint listened to and dealt with promptly and in a sensitive manner
- not be victimised if they complain

and pupils and staff have the responsibility to:

- respect and appreciate one another as individuals
- not discriminate against others
- support other people who may be discriminated against
- report to someone responsible if they think discrimination is taking place
- not victimise anyone who makes a complaint of discrimination
- challenge offensive language and behaviour

and parents have the responsibility to:

- fully accept and support the school's ethos of tolerance and respect

Complaints should be made to a teacher or member of the Senior Leadership Team.

The Senior Leadership Team and all pastoral staff play an active role in the monitoring of the school's policy on equal opportunities.

The Senior Leadership Team has a duty to:

- regularly review and monitor this policy
- evaluate its effectiveness in relation to complaints

GENERAL AIMS

All members of the school community: pupils, staff and parents are made aware of this Equal Opportunities Policy.

The Equal Opportunities Policy is formulated to help reinforce the aims of the school and particularly as follows:

1. To encourage pupils to fulfill their own potential by providing:
 - a stimulating learning environment
 - a wide range of educational opportunities
 - a caring structured environment.
2. To prepare individuals to fill a developing and responsible role in society by encouraging self-discipline, self-respect, and respect for others, inter-personal relationships, courtesy and good manners, honesty and awareness of responsibilities to self and to others, mature mental independence.
3. To develop awareness and respect for the fundamental British values of democracy, the rule of Law, individual rights and freedoms.
4. To develop respect and understanding for persons of differing ability, gender, sexuality, race and background is regarded as a basis for the individual's personal and social development.
5. To develop an understanding of the importance of identifying and combatting discrimination and of challenging opinions or behaviours in school that are contrary to fundamental British values.
6. To develop a broad Curriculum in accordance with this policy and specifically to ensure the avoidance of gender, ethnic and social stereotyping.
7. To encourage mutual respect and tolerance of those with different views, faiths and beliefs.

SPECIFIC AIMS

Use is made of assemblies, PSHE, RE, Drama, English and other lessons to:

- Promote tolerance of each other and respect for each other's position within the school community
- Promote positive images and role models to avoid prejudice and raise awareness of related issues
- Foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures and to recognise bias
- Understand why and how we deal with offensive language and behaviour

Opportunities for personal development are influenced by ability, disability, gender, race, sexuality and background.

Ability & Disability

- There is a comprehensive and coherent system of assessment and recording, which is an integral part of monitoring and evaluating pupils' specific learning needs.
- Systems are in operation to identify pupils' needs, allocate resources to meet these needs and to ensure that appropriate teaching and auxiliary aids are available.
- All pupils should have equal access to participating in all elements of the curriculum and extra-curricular

programme irrespective of disability. Where it is not possible to make reasonable adjustments, a suitable alternative will be provided.

- The school continually works towards increasing accessibility for disabled pupils to the curriculum, facilities and information.

Gender

- All pupils have equal access to all elements of the curriculum irrespective of gender.
- Learning experiences are designed to develop co-operative working relationships between the sexes.
- Language used by all school staff and pupils should give equal value to all staff and pupils of both sexes.

Race, Cultural or Linguistic Background

- Pupils are encouraged to understand that every human being is unique and that we share a common humanity.
- The school promotes the fact that everyone is entitled to equal rights and justice.
- Pupils are helped to appreciate that the achievements of other cultures and nations are of equal value to their own.
- Pupils should have knowledge of the history and development both of the cultural traditions to which they belong and of others to which they do not belong.

Sexuality

- The school aims to deal sensitively and supportively whenever pupils raise the issue of their sexuality.
- The school seeks to challenge homophobic remarks, which can be damaging to the self-image of pupils.
- If marriage is discussed in lessons we would expect teachers to reflect the fact that marriage for same sex couples is part of the law in England and not present views on the subject of marriage without balance. Pupils are encouraged to respect other people, even if they choose to follow a lifestyle that pupils may not choose to follow themselves.

Background

- The school deals sensitively with pupils of differing family backgrounds, encouraging pupils to create a caring environment around them.
- Equal value is placed on people of all economic circumstances.
- The school gives pupils the opportunity to consider the lives of others less fortunate than themselves, such as the homeless, the unemployed and those with other special needs, promoting their common humanity and enabling pupils to participate in charitable causes.

Religion

- Moorland School has a Christian foundation and is designated as a school with a Church of England religious character. It therefore expects all pupils and staff to support the Christian values that underpin our community life as a school, such as a sense of responsibility and open generosity towards each other and the wider community in which we live.
- Pupils should understand that the freedom to hold other faiths and beliefs is protected in law. Through PSHE and Religious Education lessons pupils should develop an acceptance that people having different faiths or beliefs to themselves (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

Politics & Controversial Issues

- Pupils will be given opportunities to explore current conflicts and controversies by providing them with access to factual information from a range of sources to make them aware of the types of argument that characterize alternative viewpoints.
- The teaching of political issues in any subject or as part of the PSHE programme will be presented in a non-partisan way. Information and opinion should be presented as open to interpretation, qualification and contradiction.
- Where political issues are brought to the attention of the pupils whether in curricular or extra-curricular activities the school will aim to offer a balanced presentation of opposing views.

- Opportunities such as general or local elections will be used to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.

Moorland School regards equal opportunities for all as essential and seeks to encourage personal and collective values that promote and celebrate equality and diversity. These values are promoted in the classroom, in assemblies and on other occasions both in formal and informal situations around the school.

Reviewed by Deborah Frost, September 2020

Next Review: September 2021