



Equal Opportunities Policy

September 2024

EQUAL OPPORTUNITIES POLICY

Policy to be reviewed biennially			
Action	Owner	Date	Completed
Reviewed	Head (Mark Maddocks)	August 2024	✓
Approved	Education Committee	November 2024	✓
Approved	Board of Governors		

Date of next review: September 2026

To be published on	
School network	✓

Accessibility notice

To enable easier reading, this Policy is available in a larger font upon request

This policy applies equally to the Foundation Stage (Reception Class), Key Stage 1 and Key Stage 2 as taught at St Christopher's School.

1. Introduction

- 1.1. St Christopher's School is a multi-ethnic, multi-faith and multi-cultural community of c. 320 people, pupils and staff. It is a school aim to celebrate each member of the community as an individual. Inclusion and equity are at the heart of the school's ethos and practice.
- 1.2. The school fosters a culture of inclusion and belonging for all through leadership, representation, and professional development.
- 1.3. The school ensures its governance, communications and policies support diversity and inclusion.
- 1.4. The school educates its pupils and its staff, encouraging reflection upon diversity and inclusion in the school curriculum, events, assemblies and work practices.
- 1.5. The school uses its privilege to strive for societal justice aiming to act with compassion, empathy and humility.
- 1.6. The school opposes discrimination, both of work and action, against members of the community on the basis of
 - 1.6.1. age;
 - 1.6.2. disability;
 - 1.6.3. gender reassignment
 - 1.6.4. marriage or civil partnership
 - 1.6.5. pregnancy and maternity
 - 1.6.6. race
 - 1.6.7. religion or belief
 - 1.6.8. sex

Some of these protected characteristics do not directly apply to pupils.
- 1.7. The school also opposes and works to combat racism, sexism, misogyny, misandry and all bullying and unlawful discrimination on the basis that an individual:
 - 1.7.1. has a special educational need or learning difficulty;
 - 1.7.2. is perceived to have a protected characteristic; or
 - 1.7.3. associates with someone who has a protected characteristic.

- 1.8. The school aims to ensure that all school policies and practices confirm with the principle of equal opportunities.
- 1.9. This policy should be read in conjunction with the school's Admissions Policy; Anti-Bullying Policy; Behaviour Policy; Learning Enrichment Policy; Exclusions Policy; Safer Recruitment Policy; Accessibility Policy and Plan; Complaints Policy; and the Staff Handbook as appropriate.

2. Aims and objectives

- 2.1. This policy applies to all staff, governors, pupils, parents, visitors and volunteers.
- 2.2. Through the operation of this policy, and other school policies, the school aims to
 - 2.2.1. communicate the school's commitment to the promotion of equal opportunities
 - 2.2.2. foster mutual respect and tolerance so that a positive attitude towards self and others is encouraged and maintained
 - 2.2.3. support the growth of pupils into actively engaged and social beings
 - 2.2.4. provide an environment where discrimination does not occur and is not tolerated, and where children learn from positive role models
 - 2.2.5. prevent and actively challenge stereotyping and discrimination or derogatory language and extremist ideas as part of the school's duty to protect individuals from being radicalised or drawn into terrorism
 - 2.2.6. be aware of and sensitive to different family cultural, religious values and socio-economic backgrounds
 - 2.2.7. take reasonable steps to avoid putting disabled individuals at a disadvantage

3. Forms of discrimination

- 3.1. **Types:** Discrimination may be direct or indirect and it may occur intentionally or unintentionally. The school must not discriminate against, harass or victimise a pupil or prospective pupil:
 - 3.1.1. in relation to admissions
 - 3.1.2. in the way it provides education for pupils
 - 3.1.3. in the way it provides pupil's access to any benefit, facility of service; or
 - 3.1.4. by excluding a pupil or subjecting them to any other detriment
- 3.2. **Direct discrimination:** Direct discrimination occurs when someone is put at a disadvantage for a reason related to one of the protected characteristics. For example, rejecting an applicant of one race because it is considered they would not "fit in" on the grounds of their race would be direct discrimination.
- 3.3. **Indirect discrimination:** Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their religion or race.
- 3.4. **Discrimination arising from a disability:** This occurs when an individual is put at a disadvantage because of something that is a consequence of their disability.
- 3.5. **Victimisation and harassment:** Discrimination also includes victimisation (less favourable treatment because of action taken to assert legal rights against discrimination) and harassment.

4. Implementation – roles and responsibilities

4.1. **All Staff**

It is the responsibility of all staff to:

- 4.1.1. promote and role-model inclusive behaviour and practice
- 4.1.2. actively seek to identify and remove covert discrimination
- 4.1.3. actively challenge any forms of discrimination, victimisation, harassment or bullying, including banter
- 4.1.4. promote an inclusive curriculum, identifying and challenging bias and stereotyping with the curriculum and in the school's culture
- 4.1.5. commit to broadening their knowledge, confidence and inclusive behaviour

4.2. **The Head**

It is the responsibility of the Head (in conjunction with the Senior Leadership Team) to:

- 4.2.1. ensure implementation of this policy and procedures
- 4.2.2. ensure that all staff are sufficiently aware and trained
- 4.2.3. ensure that staff appointments are made with regard to this policy, as are opportunities provided for staff training, so that no one suffers discrimination
- 4.2.4. have procedures to deal effectively with all incidents of unfair treatment

4.3. **Governors**

It is the responsibility of Governors to

- 4.3.1. be committed to equal opportunities (in accordance with this policy); and
- 4.3.2. in conjunction with the Head, ensure that all members of the school community are treated both fairly and equally

5. Inclusion within the school

5.1. **Pupils**

St Christopher's School promotes the principles of fairness, inclusion, respect and equity. It aims to achieve this through educational opportunities provided in school. These opportunities are listed below.

- 5.1.1. The curriculum and co-curriculum (and their timetables) allow all pupils to have equal access to and to participate in a wide range of activities.
- 5.1.2. The curriculum investigates and celebrates diversity, inclusion and respect in the content and examples used.
- 5.1.3. Teaching and learning resources are monitored for possible bias and reinforcement of stereotypes and appropriate action will be taken whenever possible to ensure that they reflect concepts, themes and information which seek to eliminate prejudice and discrimination.
- 5.1.4. There are opportunities for pupils to work with other children in a variety of groups within their class, across the school and with other partner schools.
- 5.1.5. The school provides positive educational experiences and support for each child's individual point of view, with the aim of promoting positive social attitudes and respect for all.

- 5.1.6. Staff will take steps to foster the celebration and inclusion of cultural diversity within the local community.
 - 5.1.7. Class Rules have been produced by the children with the help of their teachers and all children understand that any verbal or physical abuse or vocalisation of discrimination on any grounds are not tolerated at St Christopher's. Whole-school Golden Rules are centred on RESPECT (Respect, Equality, Sharing, Purpose, Enterprise, Creativity, Truthfulness)
 - 5.1.8. Positive attitudes and awareness development for equality of opportunity is specifically taught through the PSHCE, RSE and RE programmes. All subjects will have equality of opportunity at their core.
- 5.2. **Staff**
- 5.2.1. Whilst different terms and conditions and processes may apply for different groups of staff based on the requirements of the roles or statutory definitions, the school undertakes to ensure that employees and prospective employees are not discriminated against, in particular in relation, but not limited to:
 - 5.2.1.1. Recruitment and selection
 - 5.2.1.2. Promotion, transfer & training opportunities
 - 5.2.1.3. Benefits, terms and conditions of employment
 - 5.2.1.4. Grievance and disciplinary procedures
 - 5.2.1.5. Termination of employment including redundancies
 - 5.2.1.6. Conduct at work
 - 5.2.2. The school has a comprehensive safer recruitment policy which details the recruitment process and covers equality and diversity issues.
- 5.3. The school is a member of the **Schools Inclusion Alliance**. It is committed to their charter as follows:
- 5.3.1. Identifying a Senior Management Team Leader who has responsibility and accountability for inclusion
 - 5.3.2. Collecting data across the school to identify where barriers to thriving might be present
 - 5.3.3. Setting an annual action plan, implementing the right strategy for their own organisation
 - 5.3.4. Report on progress against the action plan each academic year, supporting the transparency and accountability needed to drive change
 - 5.3.5. Having in place a CPD programme in place for staff that supports inclusion being embedded into behaviour and practice
 - 5.3.6. Having in place a programme to educate students about the diversity of the society around them and how to be inclusive leaders of the future
 - 5.3.7. Having in place procurement and partnership standards that ensure the school influences and has a positive impact on society

6. Breach of this Policy

- 6.1. If a pupil feels she has been discriminated against, she should report the matter immediately to a member of staff. All pupils can expect to be listened to, supported by the school and have their complaints investigated.
- 6.2. The school will discuss with parents any incidents of discriminatory behaviour in which their daughters have been involved.
- 6.3. Any parent who believes that this policy has been breached to their daughter's detriment, is encouraged to contact their daughter's form teacher or another member of staff in accordance with the school's Complaints procedure, a copy of which is available on the school website or from the School Office.
- 6.4. Anyone who would like to report a breach of this policy that does not constitute a complaint, should contact the Deputy Head (Academic) in the first instance.
- 6.5. The school will treat seriously and investigate every complaint or report concerning a breach of this policy. Disciplinary action may be taken against any member of the school community who is found to have acted in contravention of this policy.