Equal Opportunities Policy	
Date of last review	September 2026
Next review due date	September 2027
Approved by Head Teacher	

'Empowering children through sustainable, diverse, arts-enriched education'

Introduction

Thornhill Primary School values the individuality of all of its pupils and is committed to providing all pupils the opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs and by offering a broad and balanced curriculum which meet the needs and interest of all who attend Thornhill School. The achievements, attitudes and well-being of all our pupils matter.

This Equal Opportunities Policy extends to adults, staff, parents and carers. This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

School Context

Thornhill Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others is fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad balanced and appropriate curriculum provides equal opportunities for all pupils to maximise their potential regardless age, sex, race, colour, religion or disability. Our policy for equal opportunities applies to all members of the school community – pupils, staff, governors, parents and community members.

We value the individuality of all our pupils. We are committed to providing every opportunity for all groups of pupils to achieve the highest standards. Within this ethos of , we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

This policy reflects the general and specific duties on schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations Amendment Act 2000. This policy must be read in conjunction with other related school policies such as Behaviour, and Special Educational Needs.

Aims

The governors and staff of Thornhill Primary School are committed to the achievement of the following aims. These aims are designed to ensure that the school meets the needs of all, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

- to ensure that all pupils have equal opportunities in all aspects of school life, regardless of ability, gender, culture, race, religion, personality or lifestyle and that every member of our school community is valued.
- encourage the kind of behaviour which is valued by society: co-operation, honesty, respect, courtesy, tolerance, responsibility and care for one another and their surroundings.
- to work in partnership with parents and the wider community to promote equal opportunities and good relations, and to create a school and wider community to which all its members feel they belong and are valued.
- to tackle and eradicate all forms of discrimination.
- to encourage, support and enable all pupils and staff to reach their potential
- to help and encourage every pupil to develop skills of non-violent conflict resolution
- to expect that every member of the school community will contribute to eliminating any violence or harassment in school
- to use every discriminatory incident, whether or not it arises from intent, as an opportunity for learning.
- to foster attitudes of open-mindedness, empathy, understanding between different ethnic heritages and the concept of global citizenship.
- to fulfil all pupils' entitlement to a multi-cultural and anti-racist education, irrespective of the presence or absence of pupils who are from ethnic minorities
- to encourage all members of the school community to contribute to the achievement of harmonious relationships between people of different nationalities, social circumstances, disabilities, religions and ethnic heritages.
- to monitor and evaluate the effectiveness of this and related policies and procedures
- to recognise the need for public accountability in reporting any discriminatory incidents.

The School's Commitment to Equality Opportunities

The governors and staff of Thornhill Primary School believe that the promotion of equal opportunities must permeate every aspect of school life and the curriculum. We seek to remove any barriers to access, participation, progression, attainment and achievement through the following practices:

- immediate and appropriate action will be taken where a discriminatory incident takes place.
- all staff are familiar with, and able to implement, the procedures for dealing with and reporting discriminatory incidents
- appropriate support will be provided for the victim of a discriminatory incident
- appropriate intervention with, and support for, the initiator of the incident
- all staff are vigilant in watching for and dealing with incidents of discrimination.
- the pupils and parents/carers concerned with incidents of discrimination are involved in the process and are expected to play an active role in dealing with the matter
- publish and share our policies with the whole community
- collect and analyse data to ensure that all groups are progressing well
- all incidents of discrimination will be logged and the parents of both the victim and the initiator will be informed of the incident and actions taken.
- the numbers of racist incidents will be monitored and analysed by the Headteacher and reported to the Governing Body on a termly basis.

N.B. A discriminatory incident is defined as any comment or action made against another person which can be construed as derogatory or critical of that person, based on their gender, race, ethnic background, culture, language, nationality, sexual orientation, age, disability, social circumstance or religion. An incident may be discriminatory in nature, even if there is no intent of discrimination.

Disability non-discrimination

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children.
The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning.
Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

Gender equality

We recognise that nationally, there is an unacceptable discrepancy in the achievement of boys and girls
We are committed to seeing all individuals and groups of pupils making the best progress possible in Thornhill School.
We have put in place a number of measures to raise the achievement of both boys and girls.

These may include:

- early literacy skills are promoted in all activities in the Early Years Foundation Stage;
- the starting points for writing activities capture the interests and imagination of boys and girls alike;
- removing gender bias from our resources and ensuring, for example, that fiction books capture boys' interest;
- employing a variety of activities, and include a kinaesthetic element;
- making sure that our school environment promotes positive role models, in relation to learning and achievement;
- minimising stereotyping;
- providing challenge, competition and short-term goals;
- valuing and celebrating academic achievement in ways which will motivate all children.

We analyse attainment data for gender differences and will take appropriate action. For example: ensuring that boys do not dominate certain lesson by answering the teacher's questions more readily;

- ensuring that mathematical and scientific subject matter is relevant to real life situations and problems;
- beginning lessons by clarifying the learning intentions, and giving the 'big picture';
- minimising female stereotyping and learning about female role models, for example, in the realms of science, technology and sport;
- using praise and celebration of girls' achievements in those areas where they may traditionally achieve less well than boys.
- Ensuring that boys writing improves because the subject and genre are well matched to their interests

Curriculum, Teaching and Assessment

The diversity of our society is addressed through our topics and schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and value that will challenge racist behaviour;

- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

The services of Support Service will be accessed by the school to assist those pupils for whom English is a second language. This service will be used to promote understanding of other cultures.

Pupils' Personal Development, Attainment and Progress

Attainment is monitored across all subject areas for individual pupils.

Under achievement is addressed with differentiated work, and where appropriate, with additional input by support staff from within the school and from outside agencies. Support is allocated and monitored by class teachers and the SENCo as appropriate.

Achievement of all pupils is celebrated in a number of ways, including, 'worker of the week', 'special person', house points, stickers, and through celebration assemblies, etc.

Extra- curricular activities are open to all children attendance is monitored to ensure a wide range of pupils are attending.

Attitudes and Environment

At Thornhill, we aim to tackle racial discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self -esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling discrimination and promoting equality through our whole school ethos and vision, school prospectus, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and unacceptable behaviour;
- identifying clear procedures for dealing quickly with incidents of inappropriate behaviour;
- making pupils and staff confident to challenge aggressive and inappropriate behaviour

Parents, Governors and Community Partnership

Equality will also be an agenda item at meetings of the governing body.
We have a rolling programme of policy review. When policies are reviewed in future, governors will ensure that due regard is given to the promotion of equality within each policy.
All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.
Parents are invited to help with school trips and their help is greatly valued. Membership of the Parent Teacher Association is encouraged.

Staffing - Recruitment, Training and Professional Development

The school is required to supply the LA with employment data related to different groups employed within the school.
The school is committed to attracting and developing a workforce on a basis of merit.
The recruitment process will be monitored to ensure that there is no bias.

Professional development opportunities are offered to all staff.
The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

Monitoring and Evaluation

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we will monitor the performance of different groups of learners, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Parents receive an annual questionnaire about the school and this will include some questions about the success of our policies in promoting their involvement in their children's learning.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

Procedure for dealing with an incident of discrimination

1. Discriminatory incident is reported to a member of staff by a pupil, parent/carer or other member of staff.
2. Take immediate action to support the person subjected to the incident
3. Record incident in the discriminatory incident book and inform the head teacher about the incident.
4. Decide whether to inform parent/carer of person subject to the incident.
5. Decide whether further investigation is required.
6. IF NO decide appropriate action to be taken with respect to the person responsible for the incident and whether to inform parent/carer.
7. IF YES Interview people involved in, or witnessing incident.
8. Determine action to be pursued with
    a. Person responsible for the incident
    b. Parent/carer of person responsible for incident
    c. Person subject to the incident, including further support

Recording incidents of discrimination

All discriminatory incidents, as determined by the definition agreed above, will be recorded on the school log.
The record of each individual incident should include:

- date
- name(s) of pupil(s)/person(s) involved
- a classification of the incident, with further description of what happened where appropriate
- action taken to support the person(s) who has/have been the subject of the incident
- action taken in relation to the person(s) responsible for the incident
- the nature of the contact with the parent/carer.

Complaints against the Headteacher

Where the Headteacher is responsible for a discriminatory incident, this will be investigated by the Chair of the Governing Body, with appropriate personnel advice. The Headteacher will be subject to the same rights and expectations as other members of staff at the school.

Governors

Where a Governor is responsible for a discriminatory incident, the Governing Body will decide what action should be taken. Where a Governor is the subject of a discrimatory incident, the Governing Body will provide appropriate support and will decide on the nature of the investigation and the action to be taken following the investigation.

Parent/carers and visitors

Where a visitor (who might also be a parent/carer of a child at the school) is responsible for a discriminatory incident, this will be reported to the Headteacher who will take some or all of the following actions:

- inform the visitor that the school does not tolerate discrimination
- invite the visitor to leave the premises
- if the visitor is employed by an organisation, inform the visitor that the organisation will be informed of the discriminatory incident
- inform the organisation accordingly
- contact the Police.

Monitoring and Reporting

Careful record-keeping of discriminatory incidents will enable the school to identify patterns of behaviour whereby individuals or groups can be shown to be regular victims or perpetrators of such incidents.

School records

All incidents perceived to be discriminatorily motivated by an adult should be recorded using the Incident Record Book which is kept in the Head teacher's room. They will be recorded on CPOMS

The examination of these records on a regular basis by the Headteacher will provide the school with a picture of the frequency and nature of discriminatory incidents and give some indication as to how effectively the school is combating such behaviour.

Reporting Discriminatory Incidents

The school will provide annually, aggregated data to the Governing Body derived from the discriminatory incident forms. The Governing Body will use this, and other supporting information, to review the school's policy and practice on dealing with discriminatory incidents. **If no incidents occur this will also be reported.**

Leadership, Management and Governance

The responsibilities of **The Governing Body** are:

- To ensure that this policy and its related procedures are implemented.

The responsibilities of **The Headteacher** are:

- To implement the policy and its stated procedures and strategies.
- To ensure that all staff are aware of their responsibilities and are given appropriate training and support.
- To take appropriate action in any cases of discrimination, harassment or bullying.

It is the responsibility of **all staff** to:

- Deal with discriminatory incidents, and know how to identify and challenge stereotyping.
- Promote equality and good community relations and not discriminate on any grounds.

Visitors and Contractors will be made aware of, and will be expected to comply with, the School's Equal Opportunity Policy.

Monitoring and Evaluation

The following strategies will be used to ensure and monitor the effectiveness of this policy:

- Termly monitoring and analysis of written reports of discriminatory incidents.
- Routinely considering the impact of policy development and planning on issues of equal opportunities.
- Incorporating equality targets into relevant strategic plans.
- Building equal opportunity questions into school self-review and evaluation procedures.
- Using results of reviews and assessments to inform planning and decision making.
- Reporting to Governors and parents and on the results of monitoring of discriminatory incidents, actions taken and outcomes, providing such information in a way that ensures individuals cannot be identified.

The school strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.