



Hazelwood School

EQUAL OPPORTUNITIES POLICY

This Policy includes the Early Years Foundation Stage

Policy Statement

1. Hazelwood School teaches mutual tolerance and our aim is for everyone to feel valued within the organisation. By actively promoting equal opportunities and not discriminating either directly or indirectly against anyone on any grounds including special educational needs (SEN), race, nationality, beliefs, disability, class or gender we strive to ensure that:

- All staff can perform their duties in a calm and respectful environment.
- All staff can have the same access to career development and Continuous Professional Development training.
- All visitors can expect the school community to respond to them in a considered and balanced way.
- All pupils have opportunities to achieve their potential.
- Expectations of all pupils are high.
- All pupils have access to, and can make full use of, the School's facilities and resources.
- All pupils are prepared for life in a diverse and multi-ethnic society, valuing and respecting others.
- We have a positive ethos and environment.
- Racist and discriminatory incidents are dealt with effectively (see Discipline Policy and Anti-bullying Policy).

The Equal Opportunities Policy has been drafted in accordance with the conditions set out in the Equality Act 2010. It recognises the nine protected characteristics, those who are directly affected by them and those who, by association, also require protection.

The nine characteristics are: age, disability/special educational needs, gender reassignment, marriage & civil partnership, pregnancy & maternity/paternity, race, religion & belief, sex and sexual orientation.

Pupils

2. In accordance with the agreed aims of this School we try to provide equal opportunities for all our pupils irrespective of special educational needs, race, gender, religion, disability or class.

Admissions

3. Pupils are admitted to Hazelwood School on a “first come first served basis” which takes no account of race, sex, religion or class. They are required to demonstrate a base level ability which ensures they can thrive academically, socially and emotionally.

4. Children with recognised SEN or disability may be admitted after consultation with appropriate professional bodies if it is agreed that the child’s needs may be met by the School. Our Head of Learning Support ensures the implementation of the SEN Code of Practice on both the main School site and also at the Hazelwood Nursery and Early Years site. Further details of our approach to meeting the needs of individual pupils is detailed in our separate SEND and SENDA Policies. The Head is empowered to make the ultimate decision, after consultation with staff, parents and external agencies and personnel, as the Head deems appropriate, as to whether the School can provide adequately for a child with specific and/or special educational needs.

Registers

5. Registers are written in alphabetical order and/or by date of entry.

Daily Organisation

6. Pupils will work in mixed groups in terms of sex and race. Pupils will move around the School in mixed groups appropriate to their stage of development. All pupils are encouraged to help with all activities (e.g. tidying up/carrying). Work will be differentiated as appropriate.

Curriculum

7. Care is taken to ensure that the curriculum content and design is not discriminatory either in the manner in which it is presented, or the way in which pupils are afforded access to a particular course of study. Particular attention is given to ensuring that pupils of both sexes have equal access in mathematics, science and technology (e.g. use of construction, design and ICT equipment) and children of both sexes are afforded equal opportunities in language based activities (e.g. choice of and access to role play areas and reading books). In sport, boys and girls have the opportunity to receive coaching in football, hockey and cricket alongside netball and rounders (girls) and rugby (boys).

In line with our School aims we encourage the following:

- All pupils may audition for drama roles/choir regardless of their abilities and backgrounds.
- The development of pupils’ awareness of traditions, religions and customs from different cultures. This is done through stories, visitors, celebrations and menus. The Religious Studies curriculum is expansive and all-inclusive.
- Arrangements for reviewing monitoring and evaluating are carried out by relevant Heads of Department through planning and observation.

SINGLE SEX EDUCATION:

As a co-educational school, we enable all children to access every aspect of the curriculum and extra-curriculum.

The school does reserve the right to review specific sporting activities of a competitive or non-competitive nature where the physical strength, stamina or physique of the average girl may place her at a disadvantage in competition with the average boy, or vice versa. Judgement will take into account specific groups and is less likely to enable segregated sports for the younger children. Where this is the case, Hazelwood will endeavour to enable the pupils to participate in comparable sporting activities. Regardless of the makeup of the teams, all teams and its participants will be treated equally.

All academic lessons are taught in mixed gender groups. Occasionally for sensitive subject areas such as sex education, the school may deem it appropriate for pupils to be taught in single sex groups. Any pupil undergoing gender reassignment is permitted to attend single sex classes that accords with the gender role with which they identify.

TEACHING:

Teaching is interpreted to include the hidden lessons implicit in any school activity as well as the direct contact teaching staff with the pupils. All staff ensure that the culture within Hazelwood present in all aspects of school life, demonstrates the pupils value as a person, their human rights, the options available to them and their expectations for adult life based on their gender.

Working with Parents and Agencies

8. The School ensures that it works closely with parents to ensure that appropriate care and provision is provided. Where relevant, pupils and parents are given access to outside agencies (e.g. speech therapists) as appropriate to their needs.

Assessment and Testing

9. School procedures for assessment and testing do not discriminate against children on grounds of sex or race. Where a pupil requires additional time or IT support on account of a special educational need, this is provided. This applies to both internal assessment and is negotiated on behalf of the child, for external examinations.

Resources

10. All pupils should have equal access to all resources.

11. Reading resources do not include stereotyping and both boys and girls are encouraged to read fiction and non-fiction books. Books reflect the culture of pupils and adults from a range of ethnic groups and promote positive images of all races in society. Dual language books will be made available and may be offered when felt most conducive to a child's learning. (We will source and make available dual language books as and when there is a need for them.)

12. Resources reflect our Equal Opportunities Policy e.g. music and musical instruments from a variety of cultures, equal access for all children to ICT equipment and a food technology curriculum enhancing, where appropriate to the children's learning, world flavours and recipes.

13. Visitors are invited to help promote positive images to the pupils and are invited to explain aspects of their culture or religion to the pupils. Pupils are helped to recognise and challenge stereotyping in career choices for men and women.

Uniform

14. Our School uniform is worn by all pupils from Skylarks upwards. It can also be worn by the children in Robins, although this is not compulsory. The School is prepared to consider applications from parents to adapt the uniform to suit an individual(s) if their culture or beliefs require it.

Behaviour of Pupils

15. Our Behaviour Policy aims to encourage positive behaviour from all children. All adults working in the School are encouraged to be aware of the need for avoiding stereotyping, particularly in the playground and within the sports curriculum.

Extra Curricular Activities

16. Certain extracurricular activities are restricted to defined age groups. However, within those restrictions all pupils are encouraged to participate e.g. pupils of both sexes may join the football and cookery clubs.

Break/Lunch Times

17. Staff are asked to be aware of equal opportunities issues in the playground, e.g. use of the treehouse and football goals when available.

Racism

18. Racism relates to discriminatory attitudes, beliefs, behaviour, distinctions, exclusions, restrictions or preferences that are based on presumptions about a person's colour, descent, national or ethnic origin, migrant status or religion. The School fosters a climate of cultural inclusivity and is opposed to all forms of racism. Any incidents of racism will be dealt with in line with our Behaviour Policy.

Dietary Requirements

19. Special diets for medical/religious reasons can be catered for in our kitchens. Dishes from different world cultures form an integral part of the School's menus. These choices are made available to all pupils and staff on Theme and Celebration days in particular.

Assemblies

20. Wherever possible assemblies will be inclusive of all members of the school community. The major festivals of the faiths represented in our School will be celebrated.

English as a Second Language

21. Pupils are not discouraged from using their first language with their peers from similar backgrounds in the playground or at other times as appropriate. Authorised leave may be granted to families wanting to attend afternoon language schools in their native tongue, at the Head's discretion, so long as it doesn't interfere with the child's learning at School. The School's English as an Additional Language Policy provides further detail.

Reviewing and Monitoring Arrangements

22. Staff will discuss this Policy at a staff meeting at least once a year to evaluate, review and monitor its effectiveness. This will also provide an opportunity to discuss inappropriate attitudes and practices. However, staff are expected to identify such incidents as they occur and follow the appropriate behaviour management strategies to ensure that equal opportunities are promoted at all times.

Staff

23. Hazelwood School is an equal opportunities employer and opposes discrimination on the basis of sex, marital status, race, disability, sexual orientation and religious belief. Being a committed equal opportunities employer, the School will take every possible step to ensure that employees are treated equally and fairly in respect of these matters. All policies and practices will conform to the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline, redundancy and dismissal.

24. Staff are expected to act as role models to pupils, demonstrating appropriate attitudes, language and behaviour and to create an understanding of the rich and diverse culture in which they

live. These expectations are set out in the School's Code of Conduct (Staff) to which all staff members, through the signing of their employment contract, subscribe.

25. The School supports the principle of equal opportunities. It maintains that all staff should be treated fairly and with respect. They should not feel isolated nor disadvantaged for any reason other than poor professional performance. (There is a detailed and transparent process of Performance Development which delivers a detailed and annual review and appraisal.)

26. The School has a Maternity and Paternity Policy which protects those members from discrimination due to the having of, and caring for children.

Complaints

27. If any employee feels discriminated against, harassed or victimised in breach of the principle of equal opportunities set out above, they are entitled to complain using the procedures set out below. Equally if an employee witnesses a colleague being discriminated against, they can refer to the School's Whistleblowing Policy in order to protect the individual and the School.

Definitions

28. *Discrimination* Treating one person less favourably than another on the grounds of their sex, marital status, race, disability, sexual orientation and religious belief.

29. *Harassment* Any unwanted conduct which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It can be persistent or isolated and includes behaviour which induces anger, stress, anxiety, fear or sickness on the part of the person being harassed. It can be physical, verbal, direct or indirect and can include gestures, intimidation, unwelcome remarks, suggestions, propositions, malicious gossip, jokes and banter. In addition, non-verbal harassment can include offensive literature, pictures, graffiti, isolation or non-co-operation and unwelcome physical conduct.

30. *Victimisation* Treating one person less favourably than another on the grounds that that he or she has brought discrimination proceedings, given evidence or information regarding discrimination proceedings or alleged discrimination or because he or she intends to do any of these acts.

Informal Resolution

31. Stage 1 You should speak or write to the individual concerned informing them that their behaviour is unwelcome.

32. Stage 2 If the unwanted behaviour continues, you should ask the Head, Senior Deputy Head or Assistant Head (with responsibility for Early Years) to speak to the person concerned. If the person concerned is either the Head or the Senior Deputy Head, you should ask the Chairman of Governors to intervene on your behalf.

33. Stage 3 If the unwanted behaviour continues you should keep a record of any relevant incidents and consider taking formal action as set out below.

Formal Procedure

34. *Formal Notification* If you feel that the informal procedure has not stopped the unwanted behaviour or that the behaviour is too serious to be resolved by using that procedure, you should follow the formal parts of the School's Grievance Procedure. You will be entitled to an appeal against

any decision in accordance with the Grievance Procedure.

Grievances Following Termination of Employment

35. *Procedure* If you wish to raise a grievance in writing following the termination of your employment, you should follow the relevant provisions of the School's Grievance Procedure.

Ratified by the Compliance Committee: 7th March 2022