



St Mary Magdalene C of E School
with
Christ Church C of E Primary School

Equal Opportunities Policy

This policy was:	Written in	March 2020
	Updated in	
	Review date	

Introduction

Promoting equal opportunities is fundamental to the aims and ethos of the Koinonia Federation. This policy has been prepared in accordance with the conditions set out in the Equality Act 2010. The policy recognises the nine protected characteristics, those who are directly affected by them which includes students, staff (including volunteers) and others using the campuses facilities.

1. Age
2. Sex
3. Race
4. Disability
5. Religion and belief
6. Pregnancy and maternity
7. Sexual orientation
8. Gender reassignment
9. Marriage and civil partnership

Aims and Objectives

The Koinonia Federation does not unlawfully discriminate against anyone in relation to any of the protected characteristics listed above. The Koinonia Federation aim to eliminate all forms of discrimination, whether racial, religious, sexual, or arising from any other perceived difference and promote equality of opportunity and good race relations across all aspects of school life for our staff and students across all of our campuses. We do this by:

- creating an ethos in which children and staff feel valued and secure;
- building self-esteem and confidence in our children, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of children and their learning;
- removing or minimising barriers to learning, so that all children can achieve;
- ensuring that our teaching takes into account the learning needs of all children through our schemes of work and lesson planning;
- actively tackling racial and religious discrimination and promoting racial equality through our school prospectus, website, newsletters to parents and displays of work;
- regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures;
- making clear to our children what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making children and staff confident to challenge racist and aggressive behaviour.

Teaching and Learning

The Koinonia Federation provide all our students across the campuses with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students
- Monitor achievement data by ethnicity, gender and disability and action any gaps, including providing targeted support where appropriate
 - Take account of the achievement of all students when planning for future learning and setting challenging targets
- Ensure equality of access for all students and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school population and local community without stereotyping and expose students to a range of thoughts and ideas
- Promote attitudes and values that will challenge racist, sexist, homophobic, biphobic, transphobic and other discriminatory behaviour or prejudice
- Provide opportunities for all students to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Encourage classroom and staffroom discussion of equality issues which reflect on stereotypes to encourage social cohesion, expectations and the impact on learning
- Include teaching and classroom based approaches appropriate for the whole school population, which are inclusive and reflective of our students
- Seek to involve the community around the school in the celebration and raising awareness of cultural issues

Racial equality

The Koinonia Federation will:

- strive to eliminate all forms of racism and racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial and ethnic groups.

It is the right of all students to receive the best education the Federation can provide, with access to all educational activities organised across the campuses. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures.

Equality Information and Objectives

We endeavour to make our Federation of schools welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown across the Federation. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Disability non-discrimination

Not all Disabilities are visible. Some students in our Federation have impairments or are disabled. We are committed to meeting the specific requirements of these children, as we are to meeting the needs of all children and young people across the campuses. The Federation fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2005. All reasonable steps are taken to ensure that children who are disabled are not placed at a substantial disadvantage compared with non-disabled children. The Federation is committed to providing environments that allow Disabled children full access to all areas of learning despite the constraints of the buildings we use. Teachers modify teaching and learning as appropriate for children regardless of age, stage of development or ability. For example, they may give additional time to complete certain activities, modify teaching materials or provide specialist resources.

Gender equality

We recognise that nationally, the achievement of boys is behind that of girls. We are committed to seeing all individuals and groups of students making the best progress possible in our school. We have put in place a number of measures to raise the achievement of the boys. These include:

- dealing with negative aspects of boys' behaviour, including bullying and name-calling
- making sure that our displays reflect boys and men as effective learners and achievers
- encouraging boys to read fiction by buying appropriate material
- regular visits to Forest School in EYFS and school trips
- to make our teaching more accessible to boys, we: begin a lesson by stating the learning outcomes, and giving the 'big picture'
- employ a variety of activities, and include a kinaesthetic element
- deliver work in bite-sized chunks, with 'brain breaks' and new starts
- provide challenge, competition and short-term goals
- give regular positive feedback and rewards
- setting up extra-curricular activities involving sports tournaments
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

Admissions and exclusions

The Koinonia Federation admissions arrangements are operated in conjunction with the Royal Borough of Greenwich and are fair and transparent. We do not discriminate on the protected characteristics or socio-economic factors.

Exclusions will always be based on the Federation Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any disproportionate practice is identified and dealt with.

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to our Federation staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are committed to ensuring wherever possible that the staffing of the Federation reflects the diversity of our community.

Employer Duties

As an employer we need to ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce.

Equality aspects such as age, gender, race, disability, sexual orientation, gender identity, marriage, pregnancy and maternity, religion and belief are considered when appointing staff and particularly when allocating Teaching and Learning (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff, which are monitored as part of the performance management process
- Senior Leadership Team support to ensure equality of opportunity for all.

Equality and the law

The Federation will ensure it does not unlawfully discriminate against its students, prospective students, staff job applicants or parents/carers in the performance of its duties, policies and practices.

Discrimination means treating someone less (or more) favourably than a "comparator". Harassment (which is one form of discrimination) means violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Victimisation means discrimination because of a previous complaint. We recognise that discrimination can occur in the following ways and will actively work to alleviate it:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability including failure to make reasonable adjustments and provide auxiliary aids and services
- Harassment
- Victimisation

Roles and Responsibilities

Roles of the Federation Governors:

The governing body sets out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the Federation is fully inclusive to students, and prospective students, and responsive to their needs.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics and will take all reasonable steps to ensure that the environment across all campuses gives access to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and students.

The governing body welcomes all applications to join the school, whatever a child's socio-economic background, age, race, gender, disability, sexual orientation, marital status or pregnant, religion or belief or gender identity.

The governing body is liable for any breaches of legislation. It is also liable for the actions of its employees and agents of the school, unless it can show that it took all reasonable steps to prevent discrimination, harassment or victimisation taking place.

The Role of the Executive Co-Headteachers:

It is the Executive Co-Headteacher's role to implement the school's Equal Opportunities Policy and is supported by the governing body in doing so. It is also their role to ensure that all staff are aware of the Equal Opportunities Policy and that teaching and non teaching staff apply these guidelines fairly in all situations.

The Executive Co-Headteachers ensure that all appointment panels give due regards to this policy, so that no-one is discriminated against when it comes to employment and training opportunities.

The Executive Co-Headteachers promote the principal of equal opportunity when developing curriculum, and promotes respect for other people and other opportunities to participate in all aspects of school life. They treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The Role of all Staff: Teaching & Non-Teaching

All staff will ensure that all students and members of staff are treated fairly, equally and with respect, and will maintain awareness of the schools Equal Opportunities Policy.

All staff will strive to provide material that gives positive images and challenges stereotypical images. All staff will challenge any incidents of bullying, prejudice, racism, sexism, homophobia, biphobia, transphobia and record any serious incidents, drawing them to the attention of the Designated Safeguarding Leads, Deputy Safeguarding Leads or the Executive Co-Headteacher's.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discrimination incidents.

Staff are personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment.

Our Federation of schools will ensure that all staff fully understand our commitments to equality and inclusion and receive the necessary training and development to uphold their responsibilities.

Review of progress and impact

This policy has been agreed by the Federation Governing Body. The Koinonia Federation has a rolling programme for reviewing policies and their impact. In line with legislative requirements, we will review progress against our Equal Opportunities Policy annually as part of school improvement planning.

The Federation makes regular assessments of students learning and uses this information to track progress. As part of this process, we regularly monitor achievement by race, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.