

**St Luke's C.E. Primary School**  
**Equal Opportunities Policy**

Equal Opportunities Policy  
Full Governing Body  
Reviewed: Summer 2026  
For Review: Summer 2027

This policy is reviewed annually by the Governing Body in the summer term. This policy should be read alongside several other policies including:

- Social inclusion
- Behaviour
- Equality information and objectives
- Multi-cultural and anti-racist

**Statements of Principle**

Schools have obligations under the Equality Act 2010 which prohibit schools from discriminating against, harassing or victimising prospective pupils, pupils at the school and staff.

The Act defines a number of 'protected characteristics' which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

1. Every pupil, staff member and governor will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
2. The primary objective of this school will, therefore, be to educate, develop and prepare all our pupils, whatever their gender, colour, culture, origin or ability, for life.
3. An equal opportunities philosophy will be practised by all staff.
4. The school acknowledges the complexity and diversity of British society and recognises that it would be failing the pupils if it did not prepare them for their role in the local community and society.
5. This school is committed to emphasising the common elements and celebrating diversity in the school community.

**Aims**

We do not discriminate against anyone, on the grounds of their gender, race, colour, religion, nationality, ethnic or national origins or other protected characteristics.

We promote the principles of fairness and justice for all through the education that we provide.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of discrimination that may form barriers to learning. We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.

We challenge stereotyping that may be caused by low self-image and ignorance.

Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

To equip children with an awareness of an increasingly diverse society.

### **Discrimination**

Discrimination means treating someone 'less favourably' than someone else, because of: age, disability, gender reassignment, marriage and civil partnership. All forms of discrimination by any person within the school are to be treated seriously. It should always be made clear to offending individuals that such behaviour is unacceptable (see multi-cultural and anti-racist policy).

### **Pupils**

If there are subsequent incidents then the Headteacher should be informed and consideration will be given to involving the parents. Racist symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti should be immediately removed. Parents should be aware of the school's commitment to equal opportunities.

### **Practice**

**Admission:** The school follows the Governing Body's Admission Policy which does not permit religion, gender, race, colour or disability to be used as a criterion for admission and is in line with the Department for Education's Admissions Code.

**School Design:** The design of the school gives disabled pupils or staff good access to all areas. The only stairs are those to the mezzanine floor leading to the library. The governors have a protocol for managing disability needs in this area which covers the use of classroom libraries to enable any pupils or staff to access the same learning opportunities in the study area below the mezzanine. There are two lavatories which are accessible for the disabled. The facilities enable disabled pupils to access the education that is offered at St. Luke's.

### **Registration**

Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

### **Curriculum**

All pupils must have access to the National Curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive and must reflect the rich diversity of our society.

### **Personal, Social and Health Education (PSHE)**

Staff are responsible for transmitting many powerful values about gender equality, achievement and aspiration. Teachers should, at appropriate times, discuss gender differences within their class topics particularly when a strong economic link can provide a forum for such discussions. Such discussions should bring out hidden beliefs to see if they hold true and to counter prejudices by example, discussion and experience. All children should be encouraged to develop and share common interests. It is recognised that sexist language and behaviour is powerful in creating an ethos of gender inequality and has cumulative effects in forming attitudes and this will not be tolerated at St Luke's C.E. Primary School.

### **Language**

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use. Pupils and staff must feel that their language or dialect is valued. They should, therefore, be allowed to use their home language in school but should never use it to exclude others.

### **Resources**

The school's aim is to provide for all pupils according to their needs, irrespective of gender, ability or ethnic origin. Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and gender-neutral, containing positive images of all groups. Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups to ensure that no group of any description underachieves in relation to any other.

### **School organisation and management**

The school staff value diversity amongst each other. In all staff appointments the best candidate will be appointed, based upon strict professional criteria. All staff should be aware of possible cultural assumptions and bias within their own attitudes. In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain racism. Termly returns of racist incidents (even no returns) are made to the local authority. Reporting of any racist behaviour is a standing agenda item for the Full Governing Body meetings.

Close liaison with families in the school is beneficial to all concerned. Teachers are encouraged to teach throughout the primary age range. Curriculum posts will not be gender specific. Professional development for staff and governors and parents on gender related issues will be made available in line with the school development plan.

### **Monitoring and Review**

It is the responsibility of our governing body to monitor the effectiveness of the Equal Opportunities policy. The governing body does this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school.
- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff and pupils.

- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.
- Monitoring the admissions process through the admissions committee to ensure that no pupil is refused a place on the grounds of their protected characteristic; either directly or indirectly.

***Please view alongside school's: 'Equality information and objectives' and Accessibility Plan.***

Reviewed Summer 2026