

St Luke's Primary School



Equal Opportunities Policy 2025

As a Rights Respecting School our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Article 2: You have the right not to be discriminated against.

Article 3: Everyone who works with children should do what is best for each child.

Article 29: Your education should help you use and develop your talents and abilities.

Purpose

At St Luke's School we are committed to ensuring equality of education and opportunity for all pupils, parents, staff and other members of our wider community irrespective of age, disability, gender, gender identity, marriage, pregnancy and maternity, race, religion or belief and sexual orientation. All pupils are of equal value and deserve equal access to all aspects of school life. We believe in supporting the development of personal and cultural identities of all pupils and preparing our children for full participation in a diverse society. We aim to develop a culture of inclusion and diversity, in which those connected to the school feel proud of their identity and able to participate fully in school life.

Understanding children's rights through our Rights Respecting School work, helps our staff and children to embrace and understand the importance of equal opportunities for all. We believe that equal opportunity is at the heart of good educational practice which is underpinned by our focused work on the UNCRC.

The Law: Equality Act 2010

The Equality Act (2010) legally protects people from discrimination. 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.

At St Luke's, we recognise the importance of treating everyone with equal fairness and promote this across our curriculum and community. We respect the nine protected characteristics outlined in the Equality Act (2010): age, disability, identity, gender identity, marriage and civil partnership, pregnancy and maternity, race and nationality, religion or belief and sexual orientation.

Aims

We aim to ensure that every member of the school community is given an equal opportunity to be the best that they can be within a supportive environment.

In order to achieve this we are committed to:



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- equal access and treatment
- being responsive to changing needs
- educating and informing children and parents about the issues in this policy
- avoiding prejudice
- promoting a positive self-image and mutual respect
- ensuring that equality of opportunity permeates the whole curriculum and ethos of the school
- using resources and examples which provide a positive image of all groups
- acknowledging the richness and diversity of society and to prepare children for their part in this
- developing a positive attitude to equal opportunity by all staff, children, parents and all who participate in the life of the school

Pupils are taught:

- to be confident, strong and self-affirming in their own identity
- to value and respect all children and adults
- to learn from other cultures and their own
- to be open to change, choice and development
- to be able to discuss, celebrate and challenge traditions and beliefs

Age and Gender

We take practical steps to ensure that we treat genders equally. Our organisational structure, behaviour policy and curriculum are applied to all, regardless of gender. Classes are formed on a chronological basis. When asking children to carry out tasks or represent the school, we aim to include all genders and promote aspirational equality.

Race, Faith (and no faith), Languages and Family Background

In our school population, we have several different nationalities, faiths and family backgrounds. Racial discrimination is unlawful in Jersey, and we aim to help our pupils to develop concepts, skills, attitudes and ways of behaving which will promote good relationships and prevent ignorance and prejudice.

Pupils, staff and parents are encouraged to contribute to school life from the richness of their heritage and religion. They share experiences and learn from one another through enquiry, investigative and collaborative work. Children who are Multi-Lingual Learners (MLL) often need learning support when they are first learning English. We are supported by the central MLL Support Team through advice and direct teaching when appropriate.

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Disability

Some children at our school, or their parents, may have disabilities, either temporarily or more permanently. We aim to minimise any potential access difficulties and make areas as accessible as possible for children, staff, parents and carers.

We are committed to meeting the needs of children with disabilities, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. In some circumstances, teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, modify teaching materials or offer alternative activities where children are unable to manipulate tools or equipment. At times, we may seek the support of the Occupational Therapy team or other Education or Medical professionals, in order to ensure we support children with disabilities as well as possible.

Identity, Sexual Orientation, Marriage & Civil Partnership, Pregnancy & Maternity

We value the diversity within our school community and welcome all members regardless of their personal circumstances. We recognise that all families are different and are deserving of equal respect.

Employment of Staff

The school values diversity amongst the staff. In all appointments, the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with equal opportunity practice, following current guidelines from the Government of Jersey.

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 school's Equal Opportunity policy.
- strive to provide material that gives positive images and challenges stereotypical images.
- challenge any incidents or bullying, prejudice, racism, homophobia, biphobia, transphobia and record any serious incidents, drawing them to the attention of the Headteacher (see counter-bullying policy).

Staff are personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment. Our school will ensure that all staff fully understand our commitments to equality and inclusion and receive the necessary training and development to uphold their responsibilities.

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The Role of Senior Leaders:

Our Senior Leaders will:

- Lead by example
- Ensure the promotion of this policy throughout the school
- Ensure that bullying, harassment and discrimination are never tolerated
- Support children and staff who feel bullied, harassed or discriminated against by a pupil, a member of staff, a parent or a member of the wider school community
- Actively promote the principle of wellbeing for pupils and staff.

Curriculum Access

The Jersey 'Teacher's Task' and Teacher's Standards (2012) documents underpin our Teaching and Learning Policy. Within these documents, the onus is on class teachers to ensure access to the curriculum for all children.

The Jersey Curriculum (2014) requires breadth, balance, relevance and differentiation which will enable each pupil to participate at an appropriate level. This applies to all pupils, from those that might be considered 'gifted' in a subject, to those that might be experiencing difficulty in their learning. These issues are addressed in our Teaching and Learning Policy and our policy for Special Educational Needs.

Monitoring Attainment and Progress

In conjunction with CYPES, we analyse our achievement and progress data carefully in order to ensure that we identify any issues which need addressing. We ensure that we monitor the progress and attainment of all pupils so that all pupils are making the best possible progress, and that no specific group of pupils is underachieving across the school. These groups include the progress and attainment of all genders, MLL children, children entitled to Jersey Premium funding and children with identified Special Educational Needs.

Positive action to foster equal opportunities

- When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of groups or genders.
- We seek to implement this policy when designing schemes of work both in our choice of topics to study and in how we approach sensitive issues.
- Matters of school organisation such as registration, seating, grouping are not made on the basis of gender, disability or ethnicity.
- Sensitivity and respect are shown towards variations in dress or appearance of other cultures and backgrounds.

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- All pupils are given opportunities to organise, lead and care for others.
- Team work is encouraged to show the advantages of pooling experience, knowledge and exploring various viewpoints. Assembly times will reinforce the importance of equal opportunities.
- Clear and consistent messages will be given regarding the school's expectations.
- Staff encourage children to be aware of, reflect on and consider other people's views, beliefs and traditions. They will sometimes deliberately present opposing views in order to prompt children's thinking, challenge assumptions and cause debate and discussion.

Dealing with issues if they arise

As part of growing up, children sometimes experiment with expressions, gestures and language which they have heard through the media or from members of the community. In most cases, they do not understand how hurtful and harmful these can be. We treat such incidences sensitively, but firmly, so that children learn quickly not to use expressions, gestures and language that are inappropriate and discriminatory. Everyone has the right to be protected from insults, abuse and bullying of any sort. Unacceptable behaviour in the classrooms and playground are always dealt with swiftly and consistently using our Behaviour Policy. Any repeated incidents will be recorded for discussion with the Headteacher, Deputy Headteacher/Assistant Headteacher and the child's parents (see behaviour and counter-bullying policies).