EQUAL OPPORTUNITIES POLICY

Equal Opportunities Policy

Incorporating our 'Equality objectives'

October 2026

EQUALITY OBJECTIVES

London Colney Primary & Nursery School is dedicated to guaranteeing that provision is equitable throughout our school community. We endeavour to achieve this by:

- Promoting cultural development and understanding via a rich range of experiences, both in and beyond daily school life.
- Ensuring sufficient opportunities exist within the school curriculum to address issues of equality.
- Effectively supporting children so that tangible progress is made by all, including those in vulnerable groups.
- Monitoring and responding in a timely fashion to any issues that arise where prejudice is considered to be a contributing factor.
- Ensuring the school environment is as accessible as possible to pupils, staff and visitors.

PURPOSE

The purpose of this policy is to set out in detail how our school intends to comply with the Equality Act 2010 https://www.gov.uk/guidance/equality-act-2010-guidance along with outlining the schools approach to inclusion.

In our school staff are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of age, disability, gender, gender identity, marriage, pregnancy and maternity, race, religion or belief and sexual orientation. We will adhere to the legal definitions of these protected characteristics as set out by the Equality and Human Rights Commission (EHRC) code of practice. We aim to develop a culture of inclusion and diversity, in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of students will be monitored by ethnicity, gender, age and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

MAINSTREAMING EQUALITY INTO POLICY AND PRACTICE

Whilst the school operates equality of opportunity in its day to day practice which is highlighted throughout this policy, specific actions are set out in the School Improvement Plan and School Evaluation Framework.

Teaching and Learning

We aim to provide all our pupils 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 pupils;

• 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 and other discriminatory behaviour or prejudice;

• Provide opportunities for all pupils 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

Admissions and exclusions

Our admissions arrangements are operated in conjunction with Hertfordshire Council

EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to our 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 school 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

Our school 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 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 school 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 school environment 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 Headteacher

It is the Headteacher's role to implement the school's Equal Opportunities Policy and is supported by the governing body in doing so. It is the Headteacher's 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 Headteacher ensures 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 Headteacher promotes 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. The Headteacher treats 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 and record any serious incidents, drawing them to the attention of the Headteacher. 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 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.

REVIEW OF PROGRESS & IMPACT

This policy has been agreed by our governing body. Our school 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. Our school makes regular assessments of pupils learning and uses this information to track student progress. As part of this process, we regularly monitor achievement by race, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

ANNEX A: PROTECTED CHARACTERISTICS

The protected characteristics for the schools provisions are:

- Disability
- Gender Identity
- Pregnancy and Maternity
- Race
- Religion or Belief
- Gender
- Sexual Orientation
- Age

Someone who has the protected characteristic of disability have a physical and/or mental impairment which has what the law calls ‘ a substantial and long term adverse effect on their ability to carry out regular day to day activities’. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

• Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses) diabetes, asthma epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.

• HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.

• Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below)

• People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, as re automatically treated as disabled under the Act. Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down’s syndrome and mental health conditions such as depression and schizophrenia.

The other tests to apply to decide if someone has the protected characteristic of disability are:

• The length the effect of the condition has lasted or will continue: it must be long term. ‘Long term’ means that an impairment is likely to last for the rest of the person’s life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.

• Whether the effect of the impairment is to make it more difficult and/or time consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.

• If the activities that are made more difficult are 'regular day to day activities’ at work or at home.

• Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glass or contact lenses, which is taken into account.

Gender Reassignment

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical gender they were assigned at birth. This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change. A person will be protected because of gender identity where they:

• Make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:

• Once they have proposed to undergo gender assignment they are protected, even if they take no further steps or decide to stop later on

• They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected

• Start or continue to dress, behave or live (full or part time) according to the gender they identify as a person • Undergo treatment related to gender reassignment, such as surgery or home therapy; or • Have received gender recognition under the Gender Recognition Act 2004 It does not matter which of these applies to a person for them to be protected, because of the characteristic of gender reassignment

Pregnancy & Maternity

The Act lists pregnancy and maternity as a protected characteristic.

Ethnicity

Ethnicity means a person's:

• Race

• Nationality (including citizenship), and/or

• Ethnic or National Origin and a racial group is composed of people who have or share a nationality or ethnic or national origins. A person has the protected characteristics of ethnicity if they belong to a particular racial group. Racial groups can comprise two or more racial groups such as 'British Asians'.

Religion or Belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief. A religion need not to be mainstream or well known to gain protection as religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs Belief means any religious or philosophical belief and includes a lack of belief. 'Religious belief' goes beyond beliefs and adherence to a religion or its central articles of faith and may vary from person to person within the same religion. A belief which is not a religious belief may be a philosophical belief, such as

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism. A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

• It must be genuinely held

• It must be worthy of respect in a democratic society. • It must be compatible with human dignity and not conflict with the fundamental rights of others.

Gender

A person's gender refers to the fact that they are male, female, trans or genderneutral. In relation to a group of people, it refers to either men, boys, women, girls or those who identify as transgender.

Sexual Orientation

Sexual orientation means the attraction a person feels towards males, females and trans people, which determines who they form intimate relationships with or are attracted to. Sexual orientation discrimination also covers discrimination connected with manifestation of that sexual orientation.

Health and Wellbeing Strategy

We feel that our staff's wellbeing is of vital importance. Wellbeing is an important factor in the job satisfaction and as such is a management issue. Our strategy will bring staff wellbeing to the forefront, whilst seeking to create a culture where negative wellbeing issues are identified, minimised and managed before they affect the wellbeing of staff. We have a clear aim to promote the positive health and wellbeing of our staff. The issue of staff health and wellbeing at work is recognised as part of our broader approach to health promotion that involves us all.

We aim to:

• Promote good practice in both health and wellbeing activities and share success

• Provide relevant training for all managers

• Ensure all necessary resources are provided.

• Identify those circumstances that may contribute to inappropriate levels of work-related stress.

• Consult with relevant trade union safety representatives and other stakeholders.

• Provide confidential counselling for staff as necessary

• Promote an emphasis and wellbeing

• Provide central support, resources and advisory services

• Produce and disseminate guidance notes

• Offer practical step by step procedures and guidance

• Provide training to staff

• Monitor the effectiveness of this policy through annual reporting.

Responsibility of the Senior Leadership Team

Our Senior Leaders will:

- Ensure health and wellbeing are a priority.
- Establish effective monitoring processes
- Make recommendations following consultation with staff
- Ensure the promotion of the policy throughout the organisation
- Provide support and guidance for individuals
- Allocate resources necessary

Also we expect our senior staff to:

- Set an example to others
- Actively promote the principle of positive staff well-being
- Be vigilant to employees personal circumstances offering additional support as necessary
- Ensure that communication is always effective
- Ensure that bullying, harassment and discrimination are never tolerated.
- Refer employees (with their consent) to Occupational Health Service or counselling services
- Work with managers to initiate staff well-being focus groups where appropriate
- Conduct any investigation necessary to protect staff well-being
- Ensure effective measures are in place for monitoring all sickness absences for stress- related absence

All Staff:

Are expected to:

- Look after the health and wellbeing of their colleagues
- Treat each other with dignity and respect
- Take advantage of training and information sources
- Uphold confidentiality (wherever safety is not at risk)
- Recognise the limits of what they can do and seek advice at the earliest opportunity
- Share ideas for promoting health and well-being in the workplace
- Raise issues of concern with their line manager
- Accept opportunities for occupational health review or counselling when recommended